

Break

Festival fare

If, as I do, you like kids and if, as I do, you like music, then the National Festival of Music for Youth is a very rich dish indeed. What it is all in, in fact, is a celebration of those children who have lowered their heads, got stuck in and done the right thing—the total antithesis, as it were, of a conference about disruptive adolescents. For a long weekend the Fairfield Halls becomes a special unit for well-adjusted youngsters.

When I go to the festival my aim is to make some friends—to meet up with children, parents and teachers and to keep in touch with them through the day. As I arrived on the Saturday morning, the school orchestras were checking in at the reception desk—always a rather fraught business when you are encumbered with large instruments. "Gamin, don't leave your bass there, love, it's in the way."

A little later I found in the canteen four girls from Aberystwyth waiting to take part in the class for Junior Instrumental ensembles. Gaynor Lloyd, Llio Millward, Gwynn Jones and Angharad Davies, their very names a Celtic celebration, are all 10 and various sections—each difference of a quarter being carefully estimated and put to me.

Their preferred language was Welsh—they came, in fact, from the Welsh school in Aberystwyth—and it was a fascinating surprise to see them occasionally stuck for English words. "Audition" for example, had them foxed until I helped them out. Their teacher, they said, was Mr. ARRRWYN Jones—announced with vigorously rolled Rs. ARRRWYN, it transpired, was a county-peripatetic violin teacher who had decided to put these four together to make a violin quartet. The role of the peripatetic teacher in schools music and, indeed in the National Festival, is definitely under-published; it is not under-valued.

Most of the junior ensembles, however, were run by your actual chalk-face primary teachers, which probably explains why I like the class so much. Upstairs in one of the rehearsal rooms I found a group from Nazareth House primary school in Derry, Northern Ireland. You can never see and talk to children from Northern Irish cities without experiencing a pang of emotion, though their teachers were unanimous in their mission to let people see a different side of Derry. Across the room were children

with what looked like little cellos with frets. "Ah," I thought, "little cellos with frets!" What they really were, of course, was tenor violas, being played by members of St Paul's primary school early music group.

There was an example of a principle which I think underpins the whole of the festival. It is that each and every really successful music group, particularly at junior level, is masterminded by a dedicated and enthusiastic—if not obsessed—teacher. The St Paul's group is run by Rosemary Fleet, herself a viol player and early music buff. Against all obstacles of expense and early doubt she has put together a recorder and viol consort of exceptional quality by any standards—a triumphant vindication of the body of opinion which says that children are capable of anything given the right teaching.

Viol acoustics

Rosemary Fleet was worried about the acoustics in the hall. Viola, after all, pre-date the notion of the big public concert, and it was their very deficiency in large halls which led to their selection by the builder, less subtle violin family.

The first group on in the junior class was the Elmwood steel band, playing almost on their home ground. I was interested to see that Russell Henderson, the director, has absorbed the conducting idiom of the steel band, which says that if there is nothing to do, then you stand there and do nothing, aside from the occasional twitch of the eyebrows or underplayed flourish of the kneecap. It is all, as they say, rather laid back.

The striking thing about the Long Ridings junior school orchestra—apart from the mellifluous and seductive sound which they made—was the number of children taking part. There were about 40 by my count, representing as I discovered later, something like a quarter of the school. The other striking thing was that the children kept walking around to play different instruments, the general effect being one of visual as well as aural orchestration. There was a young pianist, for instance, who paced unerringly across the stage as if for all the world she had been taught deportment by Jean Borelli.

I talked to Malcolm Timms, their director, in the auditorium after their performance. I do not know if he will mind my mentioning that he is very visually handicapped; he probably will, though he must know that I am not inventing special consideration for his group, because it needs none.

What the story of Michael Timms does—and this is what justifies my telling it—is give hope and encouragement to those teachers who feel their own careers threatened by the onset of disability. Still a classroom general subjects teacher, he has, with the support of colleagues and parents also specialised



Jenny's Accordionists of Colchester received a highly commended award.

in music throughout his school and has put together what is probably the best junior school orchestra in the land. Its sound is quite distinctive and owes much to his own interest in jazz. Significantly, the orchestras are done on Saturday mornings, by groups of children who go round to his house to take down his musical dictation. Here is evidence once again of a committed teacher whose efforts are being appreciated and repaid by the children.

As one of the other teachers put it, "If you get a good member of staff, the kids will gravitate towards him. They know; they can spot a phone anywhere, whereas you and I, perhaps, can be taken in by words."

Malcolm Timms had a simple explanation for his success: "Enjoyment," he said. "They work hard and they enjoy it." You can tell they do just that.

The corollary of this dependence upon the enthusiastic teacher is that if he or she leaves, the whole thing may fall to bits. More than one teacher told me sad tales of thriving groups which had vanished overnight with a change of staff. For myself I feel you have to accept it. School life goes in cycles, and when the orchestra declines, perhaps the Indian folk dance group will thrive. It is certainly a mistake to expect another teacher to take up just where the old one left off.

This whole field is very dependent upon personal and often idiosyncratic commitment.

Illuminating

One teacher who is leaving is Maureen Bragg of St Dominic's infants' school in North London. After 35 years of service to London children and nine visits to the festival, she is retiring this year, and was presented after the performance of her group with an illuminated address by the festival director Larry Westland.

Rosemary Fleet need not have worried about her viola being heard. I was sitting next to her husband when the awards were announced.

Elizabeth Cornford, Hazel Comber, Clare Cowhig and Isabelle Carr—and there are four Cs on the flute as well.

The group has had a good year, starting with the school prom and culminating in the International Festival at Elyon in May. This year's performance was to be their swan song, as they were splitting up and going off to various higher education institutions.

Also in the canteen that afternoon was Etu Cohen, who had brought two young chamber groups down from Leeds. Etu has been teaching violin since she was 15 and has had learner violin books on the market since 1959. In many countries I feel, she would be a respected national celebrity, for the standard of her teaching, as evidenced by her young players is clearly very high indeed.

She feels that instrumental teaching has too low a status in this country. "People get told that they are too good to teach, for example."

Emotional leave

Soon it was adjudication time again, and Etu Cohen's Leeds Quintet were given an outstanding performance award. And a great deal of emotion, the Southampton flute quartet—the Four Cs—were given the other one. It was a poignant moment; their last performance beautifully and lovingly given; the end of a wonderful time together for themselves and their parents and yet, without doubt, other excitement and opportunity lying ahead. It seemed a suitably emotional moment to take my leave.

What else is there to say? Well, for one thing, even though there was some singing with instruments this year, I yearn to see a full blown choral class. Choral singing, above all other forms of musical activity, is in need of encouragement in schools.

And finally, who do we not make a great deal more fuss of our national festival? Why is this auditorium jammed to capacity with proud British people acclaiming young talent? There are times when our lack of eagerness to acclaim achievement is perplexing to say the least.

Gerald Haigh
Festival reviewed, page 18.

Next week

■ Does the camera lie? Andrew Bethell on photographic images of school. ■ Feminist publishing: Myra Barrs. ■ Frank Corfield: Juvenile delinquency, John Hargrave. ■ Taylor on the history of The Rest of the Lock. ■ Diary of a Headmaster.

THE TIMES Educational Supplement

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New primary teachers—no jobs for a decade

Students training to be primary teachers will find it almost impossible to get jobs in a school over the next decade. The Government has over-estimated the demand for teachers

but does not want to shut down training courses—except for physical education which is heavily oversubscribed. Bert Lodge reports on a letter of guidance to colleges.

Carry on training, colleges told

The Government has told teacher training institutions to carry on preparing students for primary schools, despite the fact that there will be little or no work for them until the late eighties.

The attitude was condemned as "very cynical" this week by one of the country's leading teachers' unions. Mr. Francis Cammaerts, principal of Rolfe College, Exeter, said: "The Government is asking colleges to train teachers for a time when there will be no work for them."

Mr. Cammaerts said that the Government's policy towards primary training was revealed in a letter sent last week to all teacher training institutions. It recognises that the demand for newly-qualified teachers will be very low in the next decade, but says that the Government is committed to maintaining the training system.

in needs in the later eighties "It is desirable that such courses particularly those which include preparation for teaching very young children, be retained and their intake maintained at a viable level despite the restricted opportunity for immediate employment in teaching."

Mr. Cammaerts said: "Keep going. Your students will be on the dole but in eight or nine years' time we'll be able to provide some work for them. That's what the DES seems to be saying."

The letter admits it has over-estimated the demand for teachers up to 1990 and advises the contraction or closure of some courses, particularly in physical education. It also urges more vigorous recruitment to shortage subject courses while offering no suggestion how colleges can make them attractive.

Mr. Cammaerts said the tone of the letter and the atmosphere it would create would lead to students being discouraged from taking current courses whose academic rigour and teaching techniques are maintained throughout.

postgraduate courses to recruit selectively. Is the DES trying to do away with the BEd? he asked. "I believe there's a strong establishment group convinced that every teacher should be trained for just one year."

The simplicity is attractive. The one-year PGCE course can be shut down easily then opened up again, while the BEd course is virtually a five-year operation. But to do away with the BEd would be disastrous for teaching.

Mr. Cammaerts said that to encourage students into primary teaching while admitting that it could be the end of the 1980s before they found work was pretty cynical. He also questioned the Government assumption that married women returners would be preferred to the newly qualified.

It's a totally false assumption. Employers have a financial interest in getting on beginners. He also thought the unions would prefer to see the newly qualified find work than more mature returners.

The letter introduced a new consideration into teacher education strategy, Mr. Cammaerts said. Planning was now to be based on age.



Stop me if you've read this one—these young readers were pictured at the National Book League Children's Books of the Year exhibition at Wandsworth which is open until August 9.

Disappointment at 13.5% pay rise recommendation

by Richard Garner

Teachers should receive a pay increase of 13.5 per cent from their 1981 salary negotiations, the Education Panel considering their pay recommended.

The report, details of which were published in *The Times* on Wednesday, says that the 68,000 school teachers' claim also went to arbitration. The 12 per cent backdated to 1979 and a further 2 per cent from September 1.

The immediate reaction of teachers was one of "disappointment". They had been seeking a 15 per cent increase in line with the level of inflation in the 12 months preceding their offer. The employers' final offer was 13.5 per cent.

The TES went to press, Middlesbrough should be granted. The award should be open to them to be an order seeking to set it introduced in both Houses of Parliament.

The rise would be on top of the 17 per cent recommended in the 1979-80 report before the Education Panel had made its decision. The rise would be 19.5 per cent in total.

Mr. Doug McAvoy, deputy general secretary of the National Union of Teachers, said: "Twelve per cent plus 2 per cent would be well below the level required to maintain the value of the Clegg award with or without the so-called error."

The two-stage settlement clearly shows that the arbitrators have been influenced by the level of cash limits and the employers' argument about their inability to pay more.

However, since they were prepared to offer 13.5 per cent on top of the original Clegg report before the award was spotted, it will not significantly increase their bills above the level they had been prepared to pay at that time. They did warn that any further rise would be certain to lead to redundancies and when they tabled their original 1980-81 offer of 10 per cent, said that every extra cent would mean the loss of 5,000 teaching jobs.

Mr. Fred Smithies, assistant secretary of the National Association of Schoolmasters/Union of Women Teachers, said the recommendation would be "nothing short of a disaster for teachers". He said Dr. Rhodes Boyson, Education Minister, had recently quoted figures in the House of Commons saying that the average salary of a teacher after the Clegg settlement was £5,000.

"If this is true they would be getting less than £6,800 after the 13.5 per cent," he added. "It means quite simply that the value of the Houghton award to teachers in 1974 has been eroded by more than £1,000 per year as far as the average teacher is concerned."

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The two-stage settlement clearly shows that the arbitrators have been influenced by the level of cash limits and the employers' argument about their inability to pay more.

Teachers are aware of the considerably better offers being made at the moment in other sectors.

However, if the award is granted in full, both teachers' leaders and local education authorities are committed to accepting the result of arbitration.

Labour backs away from full-fee plan

by Sandra Hempel

The Labour Party has backed away even further from the controversial proposal to charge fees to university students from private schools.

An original plan to charge full-cost fees (currently between £2,500 and £5,000) to students from fee-paying schools has already been watered down by the party's education and science sub-committee. The committee wanted to charge these students home fees only, and to refuse them mandatory grants.

Now the home policy committee of the national executive has come out against any discrimination on the grounds that "all young people qualified and willing to enter higher education should have the right to a place without financial barriers."

Another objection was that it would penalise young people for their parents' decisions to educate them privately.

The latest Labour Party statement on private schools is contained in a discussion document published this week.

The home policy committee has, however, strengthened the attack against closed awards at Oxbridge. Previous proposals to refuse L.A.s maintenance grants to these scholars have now been joined by a suggestion that grants should be denied to any university offering closed scholarships.

Private schools could be used to meet a national need for boarding education, as shown from colleges, education and training centres for adults, nursery schools or leisure and recreational centres. They could be supervised by a government agency.

The document now goes to party members, trade unions and other affiliated organisations for discussion and comment.

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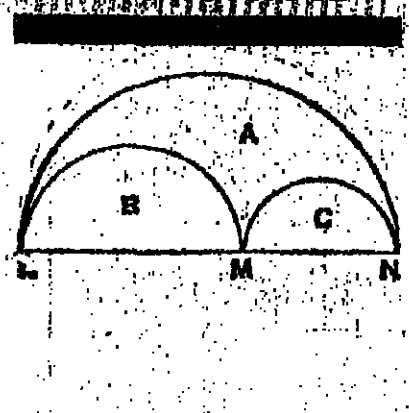
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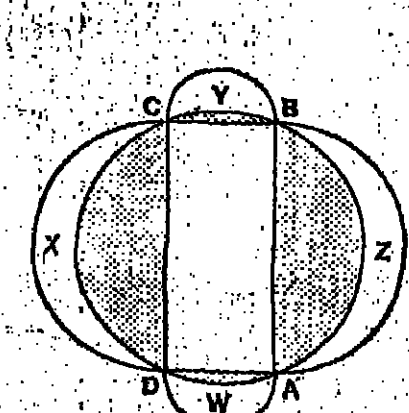
Maths teaser



(1) LMN is a straight line, with LM=2MN. Arcs AB, BC, CD, DE, EF, FG, GH, HI, IJ, JK, KL, MN are drawn with centres at the points marked A, B, C, D, E, F, G, H, I, J, K, L, M, N. Which of the arcs marked A, B, C is the largest?

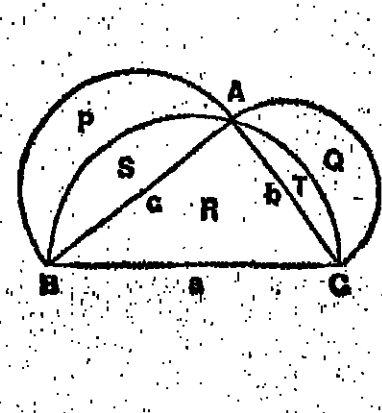
(2) ABCD is any rectangle, and its circumcircle is drawn. Semicircles are drawn externally on each of the four sides, as shown in diagram 2. Prove that the area of the rectangle is the same as the sum of the four "lunes" marked W, X, Y, Z.

(3) The semicircles drawn on the



hypotenuse BC of a right-angled triangle ABC, passes through the point D. Semicircles are also drawn on the sides AB and AC externally, as in diagram 1. Prove that R, the area of triangle ABC is equal to the sum of the areas of the "lunes" marked P and Q.

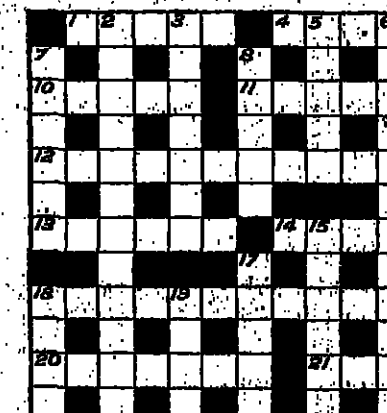
Solution
Hence $W + X + Y + Z = (1 + \sqrt{2}) \times \text{area of } ABC$
 $+ (8 - 4\sqrt{2}) \times \text{area of } ABC$
 $= (1 + \sqrt{2} + 8 - 4\sqrt{2}) \times \text{area of } ABC$
 $= (9 - 3\sqrt{2}) \times \text{area of } ABC$
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 $= \text{area of the rectangle}$

Crossword No 1, 197



Across
1, 4 A choir of 20 singers (5, 5).
10 Emphatic indication of (5).
11 Herring that has been taken the cure (7).
12 Robber farm was about being named (5, 2, 1, 5).
13 Patiently treated (6).

Down
2 Driver not taken by car (8, 5).
3 Porch doors on both of her sides (7).
5 Swan taken in order (5).
6 Possible reason for outgoing (6, 7).
7 Timekeeper for two houses (3, 3).
8 Lower grade than choppy sea (5).
9 "Hands on the rod of authority" (4).
14 A. crash and a foil, not domestic preservation (3, 3).
15 Inadequate no doubt to size up the House of Lords (6, 7).
16 Something for the psychiatrist to crack (3, 4).
17 A. 9 girl (5).
18 One of two girls better to be forgotten (8).

The good news is that the Department of Education wants teacher-training establishments to maintain viable courses directed towards the needs of very young children, to meet the expected demand for nursery and infant teachers in the later eighties. The bad news is that most of the young women now being trained won't have any jobs to go to until 1989.

The colleges are, in effect, being asked to carry on preparing young students for unemployment (or jobs outside teaching) because, unless they hang on to specialist staff and expertise and keep their plant going, they might not be capable, nine years hence, of providing for the needs of society after the expected rise in the birth-rate. (After all, education isn't like defence; you can't just mothball teachers till they are needed again.)

That is one of the discouraging and, some might think, almost cynical messages buried in a letter sent out last week from the DES to all institutions providing initial teacher training, and concerned nominally with the balance of provision between phases and subjects (page 1).

The letter takes the form of a warning. Without laying down specific guidelines, it aims to concentrate the minds of all concerned on three recent developments. Present government plans for the size of the teaching force mean that there will be even less short-term demand than foreseen for any newly qualified teachers, except those offering shortage subjects in secondary schools. The capping of the FE pool is another new restraint, coupled with the rationalization of course approvals, but probably most important is the third factor—that the pattern of enrolment for different types of teacher training courses is still nowhere near what is needed to meet schools' present needs.

It is well known that the demand for teachers is down because the babies were not born at the right time. This can hardly be laid directly at any government's door. But even so, the latest drop in projected teacher numbers



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Carry on training—but no jobs at the end

is because of economic cuts not the birth-rate; it reflects a reduced commitment to in-service training and less compensation for diseconomies of scale.

It would be inexcusable for anyone offering advice to sixth formers on careers and higher education to gloss over the poor job prospects for newly trained teachers—apart, that is, from those who want to teach secondary maths, science and technology.

Nevertheless, as the DES is certainly right to point out, the pattern of recruitment to BED courses still shows a remarkably heavy skew towards specialization in primary and physical education teaching. The output of physical education teachers is likely to be more than 1,000 a year, compared with the 850 planned. The accepted strategy of allowing large groups in popular subjects to "cross-subsidise" smaller groups in shortage subjects seems to have got out of hand.

Certainly, there can be few young men or women specializing in physical education at teacher training colleges who are still unaware that they are un-

likely to find a job. Most teacher training students will confirm that no one advised them before they embarked on a specialism what the level of demand would be by the time they finished training; certainly neither the colleges nor the Government have been keen to stick their collective necks out that far up to now.

What the latest DES letter does—for the first time since the HMI primary report drew attention to the importance of mathematics and science teaching in the primary schools—is to suggest that students could enhance their limited prospects of employment in primary teaching "to the extent that they can develop a degree of specialization enabling them to provide leadership in an area of the primary curriculum". Mathematics and science are singled out as two such areas, though religious education and music are also mentioned and (oddly enough in view of the apparent glut) physical education.

Unfortunately, there is no evidence at all that students on primary courses will be any more likely to find jobs, while falling rolls continue to demand heavy

redeployment of existing teaching staff, even if they do prepare themselves for leadership in mathematics.

On the other side of the coin, there seems to be equally little substance for the letter's quite astonishing conclusion that, since "a large number of teachers presently out of service who qualified within the last 15 years and are now available to return to teaching were trained for primary school work", students on primary courses "thus" have limited prospects of jobs in teaching.

What news there is of i.e.a. policy, where they are taking on any new staff at all, is that they prefer college-leavers who can be engaged at the bottom of the salary scale, rather than the married woman returners who have collected several increments.

Could this belief in the DES teacher branch in the continuing availability and reemployment of a pool of returners be wishful thinking? A hasty calculation of these lines was sent up to the North of England conference in January after Sir Derman Christopherson warned that the country would be short of primary teachers in 10 years' time. Now it seems that almost a generation of trained primary teachers are expected to mark time in other jobs, or raise a family, or remain unemployed, until the country calls again in 1990.

That may answer the country's needs, but it would be very difficult in such circumstances to advise anyone with two A levels and O level maths to embark on a concurrent training course now, when they would be equally qualified for a degree course, with the option of a PGCE to follow. The emphasis of the DES letter is indeed in favour of the short PGCE course and the principal of Kew College, Mr Francis Cammaerts, must be right to see in it a real threat to the life of the BED. Anyone who goes in for the BED now will have to have a real and dedicated vocation for teaching young children and be willing to risk seeing the hope of exercising it set back by a decade.

The first year would show the

NEWS

Documents show scheme is 'too complex' Laws and delay plea fail to stop block grant

Sarah Bayliss

Government is determined to give local authorities by means of the controversial block grant next year despite ministerial admissions that the new system has flaws and a request from all the local authority associations that it be delayed for 12 months.

The associations have always insisted that block grant funding from central government will not work but the call for a delay was rejected by the new system of assessing spending needs for education, for example, in an "arbitrary" manner.

Mr Michael Heseltine, the Education Secretary, and Mr Tony Blair, Minister for Local Government, leaders of the five associations, the joint consultative council this week flatly rejected the unanimous plea for more time to make the grant work properly.

At the meeting Sir Gervais Gurney, chairman of the Conservative Association of County Councils, said: "They agreed it would take two or three years to work out the details of the block grant. It was a mistake to think it would be a simple thing to do."

Mr Gervais said documents prepared by civil servants showed that the system was incomplete. "It was a mistake to think it would be a simple thing to do," he said.

He said the system was "too complex" and "time is running out".

At a press briefing later he said: "Our view is that the system will not work. It is too complex and time is running out."

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"signposts" of where the system was leading.

The papers to the JCC have revealed the current methods used to assess education spending need for block grant. They reveal two options from which the Secretary of State will have to choose.

Both use a crude assessment of the "client groups" in local education authorities, the number of primary children, secondary children and so on.

The first method then applies weighted factors to the client groups—factors which are based on the pattern of what is already being spent. This method is "more dependent" or more like the "regression analysis" used in the present rate-support grant, basing grant on past spending. For that reason Mr Heseltine is unlikely to accept this method.

The second method, more likely to be chosen, takes client group figures and states that there are 37 identifiable reasons why some children should cost more to educate than others. They are factors such as the number of children in one-parent families, with English as a second language, receiving free school meals and so on.

Officials have picked five factors at random and given them each a weighting to exemplify how block grant would work. But when the factors with their weighting are applied to individual authorities the results are wildly different from those of the metropolitan authorities not qualifying for enough grant. In both methods the inner London Education Authority is about 10 per cent and 20 per cent under-provided.

Mr Gurney said the Association of Metropolitan Authorities said this week that the search for objectivity through the block grant was "doomed to failure".

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On stage: Charlotte Harvey and her leading man Nicholas Mucarte.

Supporting role for mother

by David Lister

Drama teacher Mrs Anne Harvey is planning to produce the most important show of her life. Leading lady will be her 18-year-old daughter Charlotte. Leading man will be Charlotte's fiancé Nicholas Mucarte. And box office receipts will go towards the couple's fees for drama school.

Mrs Harvey, who is head of drama at Notting Hill and Bedford School for Girls, has been forced into planning the special benefit performance because of the decision by Ealing Council not to give her daughter any discretionary grants for their courses at drama school.

Charlotte has been accepted by the Bristol Old Vic and Nicholas by LAMDA, both drama schools which were among the schools in the National Council for Drama Training, in the hope that local authorities would view them sympathetically in the awarding of discretionary grants.

Both Charlotte and Nicholas are brilliant on their mothers, who are divorced, for their fees at the prestigious drama schools. In the case of Charlotte, who has already acted

at the Edinburgh Festival and with the National Theatre's Young People's Company, the fees would be £1,500 a year.

Mrs Harvey, who taught Lynne Frederick, widow of Peter Sellers, said: "I am hoping to put on a charity performance at a theatre in Ealing to raise money. We would try to get some celebrities to appear. My daughter is absolutely determined to be an actress and both she and Nicholas come from single-parent families."

"These drama courses have been accredited, so one would expect that they would get a grant. It seems that drama colleges have been so closely vetted while university courses just get away with no one vetting them so closely."

A spokesman for Ealing education department said: "Ealing policy in the past was to be helpful with discretionary grants as far as possible but the reduction of about £5 million in the education budget caused this to be one of the casualties. At the moment, it is only possible to help applicants who have very special needs. There is nothing against these drama schools and in happier times we would probably have given the applicants a grant."

'Cynical' training policy

Continued from page 1
Group specialism where formerly it was based on children's needs.

While agreeing with the latter's recommendation that students of physical education should be encouraged to develop a second, preferably shortage, subject, Mr Cammaerts questioned the DES insistence that they would need to be up to A level in it.

"It shouldn't be necessary, then, to be able to convert them into 18 to 20 maths or science though not capable of teaching these subjects up to O level."

The letter admits that the teaching force by 1989 will have to be lower than the 420,000-450,000 envisaged when teacher training was reorganised just over three years ago. The planned output of 16-17,000 teachers a year will have to be "significantly lower".

Too many students are being recruited to non-physical subjects, particularly physical education, and a primary teaching shortage is being created, however, because of the expected increase in demand towards the end of the eighties.

This should be one of the criteria of selection, the DES adds. "This will be a major factor in the selection of both BED and PGCE students, but perhaps especially the latter."

Institutions recruiting well for primary courses are advised to lower numbers on these courses and make up with secondary shortage subject students.

The scale of over-recruitment to physical education has forced a rethink by the DES. It advises physical education courses yield groups as small as 12 to consider closing. Institutions with larger groups should aim to offer a second subject, preferably one in particular demand in the schools. The same policy is advised towards other non-shortage subjects.

Staff should be redeployed in in-service training or possibly other professional courses. A big increase in applications to PGCE science courses this October is reported by the Clearing House, the agency which processes most teacher training applications.

Applications to all PGCE courses are up by 6 per cent compared with a drop of 29 per cent for BED courses.

Applications for BED physical education courses number 1,928 and for primary courses 3,308. As the DES went to press, Lady Young, junior education minister, was meeting representatives of local authority associations to discuss ways of attracting students to ways teaching shortage subjects, particularly maths, science, craft and technology.

Bid for local power over universities

by John O'Leary

A radical package of proposals, including the abolition of the University Grants Committee and the submission of the universities to local authority influence, was submitted to the Select Committee on Education this week.

The proposals, which would give predominance to local decision making throughout higher education, are understood to form the basis of a minority report by two left-wing members of the committee, Mr David Thomas (Plaid Cymru) and Mr Stan Thomas (Labour).

The committee's main report, due in October, is expected to be critical of the performance of the Department of Education and Science and to recommend the establishment of a national body, to be known as the Committee for Colleges and Polytechnics (CCP), to oversee higher education in the public sector. It would work closely with the University Grants Committee and share a joint secretariat independent of the DES to coordinate planning.

Secretary defended: Criticism of "excessive secrecy" on the part of Ministers and officials has been refuted by the Government.

The Commons Select Committee on Education, which made the claims and had complained in its First Special Report that it had found it difficult to assess the quality of decision-making in the Department of Education because of the refusal of successive governments to reveal to Select Committees the nature and extent of inter-departmental consultation.

The Government's reply, published last Thursday, claims that giving such information would breach the essential principle of collective ministerial responsibility to Parliament. It also states that advice given by officials to ministers should remain confidential, arguing that the confidential nature of the advice is essential to its effectiveness. It is official advice is to be of maximum benefit to ministers in reaching their decisions.

Salaries and hours reform hopes rise

by Richard Garner

Hopes of sweeping changes in the way teachers' pay and conditions are negotiated were given a boost this week after a meeting between local education authority leaders and Mr Mark Carlisle, the Education Secretary.

The local authority leaders pressed their case for an early repeal of the Remuneration of Teachers Act so that pay and conditions can in future be discussed in the same forum.

Although no formal decision was taken at the meeting, it was made clear that officials from both sides would work on proposals for changing the Act during the summer break with a view to a further meeting in September. If legislation was then required to change or amend the Act, it could be introduced in the autumn.

At present pay is negotiated within the Burnham Committee, while conditions of service are considered by the Council of Local Education Authorities' schoolteachers' committee. The local authorities tried to get a binding commitment from the teachers to a new conditions of service agreement during this year's pay negotiations.

The DES said this week that it would be consulting the teachers' organizations about any changes being planned at a later date.

The teachers' organizations and the local authorities are agreed on two changes they would like to see—an end to the compulsory arbitration procedure if pay talks break down and the removal of the DES veto on pay awards. The second request, however, is unlikely to find favour with the DES.

Comment

Pay settlements in the balance

As this edition of *The TES* goes to press, a decision on the teachers' salary arbitration has not yet been announced. As Diana Geddes first reported in *The Times* on Wednesday, the figure is 13.5 per cent. Nor has the Government disclosed whether it is willing to accept the 13.5 per cent settlement which has been agreed between the university teachers and their employers to rectify outstanding anomalies in their pay—a settlement reached by negotiation in an attempt to short-circuit the 18 months which Clegg had threatened to take to do the same job.

As is the way these days, the delay in making the relevant announcements has been accompanied by muttered threats that Mrs Thatcher will stamp on any attempt to pay anybody in the public sector over the odds. This is part of the elaborate, successful and grossly unfair campaign the Government has been fighting to convince the public at large that the going rate for pay rises is going down in the private sector, and the view that the public service which is out of line. As the beginning of a new round of pay bargaining looms, there is no doubt that the Government is sorely tempted to fetch a clever to some relatively defenceless group, (the senior civil servants a few weeks ago, the university teachers now, week 2) and prove its determination by the very unfairness of its decisions.

To turn down a Burnham arbitration, Mrs Thatcher would have to get a resolution of both Houses of Parliament. It must be unlikely that she would do this unless she can show that the arbitrators have taken a peculiarly favourable view of the teachers' case. Clegg's 4 per cent error in the teachers' favour should be taken into account in the arbitration—making 13.5 per cent equivalent to 17.5 per cent for the 1980-81 pay round. This is at the upper range which the Government is prepared to stomach. If the settlement of the Remuneration of Teachers Act makes it quite clear that to set this aside, the Government would have to go through the pres-

cribed parliamentary procedure and the public hassle which that would entail. The university teachers are in a somewhat more vulnerable position: their 16 per cent is in line with a Clegg adjudication for university technicians which the Government has allowed, but this is not going to prevent a last-minute effort to screw them down. The Government will try to whittle down the award by phasing it over a period of months, or juggling it in some way.

When—as here—the Government is hell-bent on establishing a public sector pay policy (quite rightly, because the Government has to have a consistent attitude towards public service pay, and cannot prevent this from becoming a pay policy), equity and fairness are liable to be early casualties. The university teachers suffered outrageously in the mid-1970s, and the present round of "catching up" awards is the legacy of the more recent past.

The need to be tough and consistent should not enter the Secretary of State for Education when honours the agreements made with the academics—agreements reached with strong encouragement from the DES—in a rational attempt to correct acknowledged grievances. Nor should it cause him to flout the arbitration process in Burnham without the industrial relations of the education service would be much worse than they now are.

Debts to society

The introduction of student loans would be costly, inefficient and unfair, the National Union of Students says in an impressive 22-page document, *The Case Against Student Loans*.

There are two perfectly respectable political cases in favour of loans, from different ends of the political spectrum. The first, hailing from the Left and used by the Socialist Campaign Group, is that students are a privileged minority who should not be regarded as that privilege. The second hails from Dr Boyson's end and is used by the United States. It is that students will choose more wisely what, where and whether to study if they ultimately pay the cost.

The NUS document deals with both of these in a slightly curious way. Loans, say the students, would give the impression that education was a private possession and would thus "bolster the idea of a student elite which owes society nothing". Ingenious but unconvincing.

As for increasing student responsibility and institutional efficiency, the document argues that a loan system would further increase the proportion of vocational subjects (probably true), thereby reducing academic stan-



dards in the humanities (why?) and "radically altering the multi-subject curriculum" of universities and colleges (not necessarily). The students say that loans would also breed inefficiency. Colleges, they say, would either have to introduce shorter, more intensive courses à la Buckingham or longer courses with time off for students to earn their keep. They fail to say why these changes would be inefficient.

The NUS is on more convincing ground when it comes to the problems of expense and administration. Research into other countries' experience shows that there are no significant savings for at least 20 years after the introduction of a loan system, so no Government looking for short-term savings would bother.

And they have some horror stories to tell about defaulting, such as the two private collection agencies hired by the United States Government to chase up almost 20,000 cases of default involving over £10m.

The students also share widespread doubts about the deterrent effect of loans on the categories of student governments always say they want to encourage. The proportion of working class university students, for instance, has stuck obstinately at a fifth for the past 20 years and it is hard to see how loans would increase it. On the other hand, universities operating loan schemes tend to enrol a higher proportion of each age-group in higher education than Britain does.

Nevertheless, the present system of grants is grossly unfair—to the parents who cannot afford to pay their contribution, to the students who do not get the full money, and to the many thousands of students on non-advanced courses who have no right to a grant at all. But the NUS solution of non-means-tested grants for everybody is a very long way off indeed, even if it were thought desirable. So any available alternative that might share out the available cake in a fairer way should certainly be examined.

Buoyant market for graduates

There are no signs as yet that rising unemployment is adversely affecting the prospects of graduates from British universities and polytechnics (except, that is, the would-be teachers). Some of the circumstantial accounts of the effect of rising unemployment on young people's prospects have included anecdotal evidence with moderate qualifications for unskilled jobs, but isolating examples do not add up to a trend, and the general picture to emerge from a conference in Cambridge this week (page 5) is of a pretty buoyant market for graduates.

What is being reported by the universities appointments people is that there are plenty of jobs provided graduates are reasonably numerate. On the technical side there are mismatches between supply and demand in particular skills—as there is bound to be unless a happy fluke produces a perfect equilibrium—but given a readiness to learn and adapt and seize opportunities where they arise, there are jobs for all, including the arts and social science graduates. The traditional pattern persists: business and employment sector which flourish in recession and in boom; finance and technology and here it seems demand is well ahead of the need for more accommodation to manage the run-down of the economy.

All of which, it may be thought, is good for graduates. If not for anybody else, it should be because the generation of public information—have its effect on sixth-form decisions. In recent years there has been evidence that a falling proportion of top level sixth-form-leavers have been going on to higher education, and it has been suggested that this is because fear of unemployment causes them to snuff out the ambition to go to university.

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Cuts plan seems doomed

Half across the country that the method the government used, and the figure of £7m allotted to us, was really quite unfair and wrong," said a spokesman this week.

In fact Cambridgehire has now made some effort to respond by agreeing a £1.5m reduction. The bulk of this will fall on education, already a constrained service.

Somerset County Council, conservative-controlled, has agreed to cut about £2m but will not meet the Government's expectation which would have meant the equivalent of sacking 500 teachers.

Mr Michael Heseltine, Education Secretary, said: "The Government is determined to meet the overall saving target, regardless of the cost."

Mr Jack Smart, Labour leader of the AMA, said this week: "A number of our members have said they cannot cut back."

However, Mr Heseltine told a press briefing: "Of course I expect them to make their share of cuts. It is those authorities which have not been 'reducing' expenditure which forced this exercise on local government."

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Teachers' pay clampdown fury

Ministers are furious that Cabinet's clampdown on public pay has forced them to try to slash the 19.5 per cent offer to teachers.

But Mrs Thatcher and the Treasury ministers concerned to keep public sector pay rises down, insisted the award must await final talks on salaries' settlement (page 6).

The dole is fuming at the delay. They were caught by the £6 pay policy in 1975, and dread a repeat.

Their anger was fuelled this week by the news that university teachers have been awarded an overall 19.5 per cent rise by the Clegg commission.

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No comment

Platform

Why not untangle the bouquet of barbed wire?

Schools cannot prepare young people for work while they are hampered by legislation, divisions between—and inside—Whitehall departments and agencies, and the great divide between school and FE, says Anne Jones

Schools have rallied well to the call of the Great Debate: "school to work" is now such a fashionable concept that it is in danger of becoming a cliché—a narrow skills-based approach to numeracy, literacy and job placement, with insufficient emphasis on process and personal development. For survival as well as for ideological reasons, schools are coming to terms with the realities of the current technological revolution. But willing as they are, schools cannot do this alone. To make maximum impact at minimal cost, there need to be some fundamental changes in national attitude and policy.

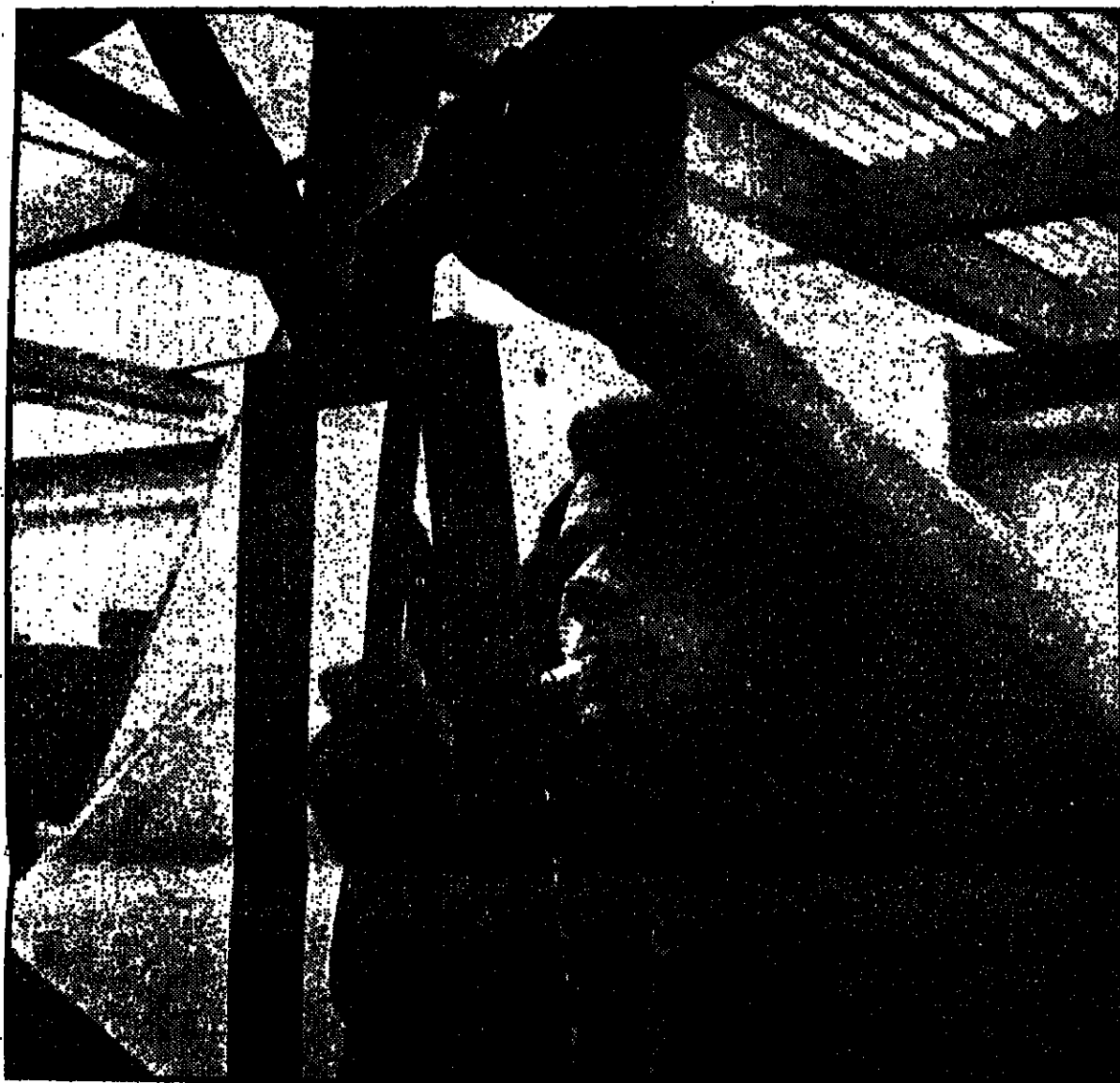
First, at government level, there needs to be an end to the fighting over resources and shares in the market which appears to go on between the various government agencies and sub-agencies dealing with young people and work. They are all, in fact, in the same business and should be speaking with one voice. If artificial boundaries of age and finance could be removed, if there could be a change from a territorial legislation-bound stance to one which started with the needs of young people and the nation, the outcome for everybody would be more productive.

The malaise, however, goes deep. Legislative hindrances are too often used as an excuse for preserving the status quo. Even within Government departments, there are unhelpful splits and subdivisions. In education, the great divide at 16-plus between school and further education hardly makes sense; it deepens the historical split between general and vocational, academic and technical education. Why not change the regulations so that there can be more two-way interchange between school and further education teachers?

Even the Careers Service is split between the Department of Education and the Department of Employment. And how sad that the Careers Service and the Education Service appear so often to see the Manpower Services Commission because it is relatively rich and entrepreneurial, as a threat rather than an ally. And now the MSC is being unpredictably pruned, the case for a united stance by these agencies, on behalf of young people, becomes the stronger. Yet, even when it has the money and good intention to go with it, the MSC is not allowed to help young people under the age of 16. Thus, the Careers Service, which is supposed to be enforced, school leavers have to be "converted" to employment by a VOP course.

Does anyone have an investment in not making school leavers employable? Is this simply a way of keeping unemployment figures down? Schools struggling to extend work experience schemes for the under 16s find themselves hampered by legislation about working hours, insurance, the statutory obligation to keep pupils in school, and the fact that many work placements have dried up in the face of unemployment and VOP schemes. When we raised the school leaving age to 16, we really did not come to terms with the fact that the education system in legislation was needed for the 14 to 16 age group.

We know perfectly well that many pupils from the age of 14 (and some would say all) would benefit in terms of their academic learning, their general motivation and their personal confidence from well arranged "worktasting" schemes on a sandwich basis. We know that the age of apprenticeship is unnecessarily restrictive, often unintentionally misses the most suitable candidates and needs to be made more flexible. We know that the question of grants, "wages", full-time/part-time student status at 16 plus is a completely unjust tangle, worse compounded by VOP and work experience, and a confused social



A policy is needed if a genuine learning exchange is to be set up between school and the world of work.

security policy. So why not untangle this bouquet of barbed wire?

Why not, for that matter, base some OF and TOPS schemes in schools, thus widening schools' own knowledge and understanding as well as increasing motivation and realism. We really do need to question seriously the virtue of putting all vocational courses into further education, since this only serves to leave schools stranded on an academic island. Why not more vocational preparation in schools?

Clearly, the answers to the questions I have raised require us to look at the 14 to 19 age group in a new way. The laws about school/work/grants/social security need to be changed so that there is a cohesive, just and flexible policy overall for the 14 to 19s. The concept of 16 to 19 is too limited and too late. We need to recapture those two RSLA years. To make sense of 14 to 16 means getting the Ministers of Education, Employment, Social Services and Health to think together, and to think big.

But reform and rationalisation of legislation for 14 to 19 is not the only "negative" action needed. The changes in legislation were needed so it is to the supposed requirements for university entrance, does little to test the skills and competencies needed by industry, yet is constantly used as a criteria for selection.

Are four O level passes really necessary for the actual job required? The mismatch between ability and jobs available may still be more ingrained than real. So why do we not take up and publicly recognize the value of pupils' portfolio schemes, which give a profile of pupils' characteristics, attitudes, achievements, skills and competencies? Employers welcome information about what learners can do, as opposed to exam results which merely spell out

what they cannot do. But employers need equally the reassurance of national policy on this. The third reform needed is more to do with attitudes than with action and concerns our fundamental attitude about work. As a nation we cannot afford to divide ourselves into the haves and have-nots (the employed and the unemployed)—without serious consequences, particularly for risk groups such as women, ethnic minorities and the physically and mentally handicapped. The more schools take on board the notion that school is a preparation for work, the more sense of failure is going to be felt by those not in work.

As a nation we need to begin to explore, less defensively, the idea of a shorter working week, flexible job sharing and to look forward to the advantages of more leisure for all. To achieve this, we need to make changes in the way we work, at employer/union/government level, and a changed approach to restrictive practices. But in the meantime, schools who are preparing their pupils more broadly for life after school rather than simply for work, must not lose their courage or their way.

Finally, curriculum reform. Will a national curriculum, physics and modern languages to 16, careers guidance and work experience for all really provide what the national economy needs? On both ideological and practical grounds there appear to be snags.

A national curriculum guarantees employers nothing but a list of subjects taught; to what level and to what effect will depend on the pupil, the teacher and the school. The Finlinton request for physics for all seems naive; surely we need more technology, not pure science, we need a new kind of common core science subject embracing all aspects of the new technology. And

if there are not enough pure scientists around to teach this, why not use experienced craftsmen and workers? The case for close practical interchange with industry is compelling.

As for modern languages, linguists are thin on the ground and too pure by half. Do not more pupils, as Europeans, need more languages taught at a survival, worker/traveller level, and if possible taught by native speakers in a real life situation? Again, close school/work units rather than more academic teaching would appear to be a practical solution.

As for work experience: supposing that the legislation was changed to enable all pupils between 14 and 16 to do work experience placements, how could this be implemented? How can industry make time, staffing and space available to take on board massive work experience placements any more than schools can without extra staffing and resources?

If the nation is serious about technology, languages and work experience, then it will have to move from school/industry or schools to do something. If a genuine learning exchange is to be set up between school and the world of work, then it needs not only to be legal, and acceptable to unions, it needs also financial incentive and public recognition—in short a policy.

If the Government is serious about school to work it needs not only to consider these points but to give the nation a lead by setting its own house in order. United we might get somewhere, divided we waste a lot of money and opportunities.

Anne Jones is head of Vinlinton Manor School, London. The views expressed in this article are her own and not necessarily those of her authority or school.

NEWS

Union angry at black teacher's ban

by Hilary Wilce

The banning of the prominent South African educationist, Mr. Mzimba, has been denounced by the National Union of Teachers and by black South African exiles in Britain, many of whom are friends and acquaintances of the widely-respected Mr. Mzimba.

The banning has been described as "one of the most inexplicable and indeed irresponsible actions of the South African Government". Bishop Desmond Tutu of Johannesburg.

The NUT would "almost certainly" make representations to the South African embassy in London once it has considered the case. Geoff Foster, chairman of the NUT international relations committee, said: "It would also take up the case with the World Confederation of Organizations of the Teaching Profession."

Mr. Mzimba was secretary of the Soweto Teachers' Action Committee, which was formed after the Soweto troubles of 1976, when more than 500 teachers resigned in support of schoolchildren's protests against "bantu education". He was also assistant director of the South African Committee of Higher Education (SACHED), and had recently helped to set up a new national teacher organization, the National Education Union of South Africa. (See page 11.)

Black South African exiles in London described Mr. Mzimba as "very strong, very clear" and "having 'national leadership qualities'". But his banning was expected, they said, as he had been named by the police all through the year. John Kane-Berman, director of the National Education Union, described the banning as an "unjust, senseless and negative act".

The three-year banning order prohibits Mr. Mzimba from continuing his work with SACHED and from entering teaching facilities, newspaper offices, schools and universities. Nor may he attend social gatherings of more than one person, or be quoted.

Mr. Mzimba, who is 37 and lives in Soweto, with his wife, Miriam, and four children, was vice-principal of Morris Isaacson High School, Soweto, before resigning his post in 1977. He has spent two years in detention without trial, once in 1976 and once in 1977, and has been twice refused a passport after being invited to the United States to discuss plans to study at American universities.

Quietly spoken, Mr. Mzimba is a bright, reserved person in his 30s. He came to the attention of the British media in 1977 when he was the centre of controversy over the past few weeks after which he stood against racism, organized a "black consciousness" campaign, and his statements came under fire from more militant black South African leaders.

Colleagues of Mr. Mzimba in the TES they could not say. The reason for the ban, they pointed out, however, was his resignation from the National Union of Teachers, which is dedicated to eliminating racism in the country's education system.

As the time of his banning, Mr. Mzimba had been busy preparing a programme to offer black pupils and teachers a level of education that would be acceptable to the Joint Matriculation Board, the body which sets the standards for the lower-level examinations.

Mr. Mzimba's resignation was not the only one of his kind. They are effectively cut off from all social intercourse and denied what has been described as "opportunities".

The security police who detained Mr. Mzimba for three years, and who are now reportedly not to be quoted.

NEWS

Call for probe into boarding schools

The Campaign for Comprehensive Education has called for a national inquiry into the state of boarding education, covering the whole range of provision from independent schools, local authority run boarding schools, field centres, and residential care for delinquents and families unable to cope.

Dame Margaret Miles, president of the Campaign, said this week it was time to formulate a national policy on boarding education starting from the needs of the child and the community rather than reforming existing institutions.

John Ripkin, a teacher at the National Comprehensive School in Lancashire, and a former research fellow into boarding school policy, estimated that half a million children would benefit from boarding education but the number of places in the boarding sector had fallen in the past 10 years.

"I think it is alarmingly wrong that most provision is in the independent sector," he said. The majority of independent schools were marked by a particular ethos unsuitable for the needs of ordinary children.

Opportunities for boarding education increased if you were bright, rich, lived in the south and were a secondary school age, he claimed. The CCE's call follows the publication this week of the report of a conference organized last year entitled: Education away from home. (Comprehensive education in boarding schools, 14 Ringwood Gardens, London SW15 4NP, ES.)

First survey results show who does most teaching

by Sandra Hempel

Official confirmation of what every classroom teacher knows is true is provided this week by the Department of Education.

While 80 per cent of their time is spent in front of the class, their heads manage to devote only 12 per cent of their week to teaching.

Deputy heads teach for 41 per cent of their time.

Deputy heads of departments spend virtually the same amount of their time in the classroom as do teachers with no special responsibilities—81 per cent compared with 80 per cent.

The information is contained in the first results available from the Department of Education survey on

secondary school staffing. The survey, which was carried out after a recommendation from the Advisory Committee on the Supply and Training of Teachers, was based on information from 505 maintained secondary schools in England and Wales.

The aim is to give basic data on teachers, their subjects and the curriculum. It will be used to estimate staffing needs in different subjects.

The DES found that 16 per cent of all teachers had more than 20 years experience, while 23 per cent had between 10 and 20 years and 19 per cent had less than 10 years.

The DES says the pattern of one in five teachers with less than 10 years experience and a half with less than five and a half years is the result of the continuous expansion of the teaching force in the years before the survey was held in 1977. The average length of experience was 11 years.

Teachers with Certificate of Education qualifications tended to have the same amount of experience as trained graduates (not including those with Bachelor of Education degrees). Twenty per cent of trained graduates had between 5 and 10 years service compared with 23 per cent of those with the Certificate of Education.

Untrained graduates tended to be much more experienced and Bachelors of Education much less experienced.

An analysis of the special responsibilities held by teachers showed that 58 per cent of all full-time teachers have some special responsibility.

When told and the eye went red. There were plenty of books to read, but the basic problem was finding suitable texts for the very early years. Educational publishers must supply texts to set children on the road to successful, independent reading.

Dr. Morris favoured reading schemes which, right from the start, introduce children to stylistic variations of literary language and highlight spelling patterns in a story context. (Carroll's poem, "The Mouse", Tale being a prime example.)

Alice in literacy land

by Diane Spencer

If Lewis Carroll were alive, well and living in London, or even Oxford, he would rapidly be recruited to write a reading scheme for young children. Dr. Joyce Morris, author and arts language consultant, told the annual conference of the United Kingdom Reading Association at Warwick this week, that she would ask him to write for her own scheme "Language in Action".

She quoted Carroll as having the necessary ingredient of "some appeal in his stories; they contain alliteration, onomatopoeia and rhyme, so they intrigue the ear when told and the eye when read."

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Personal column

Gerry Fowler

We who are about to die...

work can so well convey changing moods and views, themselves often the mirror of events the writer is powerless to control, however much he deludes himself that his voice is influential.

This is quite different from the role of the full-time educational journalist. On the one hand, he or she is much more the slave of events, for there is a duty to report, even if what is reported is merely the latest version of the same vacuous proposition mumbled in a variety of forms by a succession of ministers and cast into a new form of words by the same half-thinking official who, never in his life having been eyeball-to-eyeball with a pupil or student, devised the nonsense in the first place.

On the other hand, the professional journalist is not a practitioner of the trade about which he writes, even if it has been in the past. The Personal Columnist is himself at the target end of the culture's bark; in present times he writes less from the heart than from the pecked liver.

One cannot measure the effect of such scribbles, but one must have faith that there is an effect, however minimal. Once, when in government, I suggested that before any imaginative proposal was committed to paper, the words "Treasury objects" should be stamped at the top of the sheet. But it was with imagination that I sought to change the world. Most successful revolutions occur by slow evolution; the reformer's best technique is to emulate the drip of water on a stone.

Faith in educational progress is hard to sustain under the present regime. I therefore think it prudent to give my final salute to the readers of this column, who are fellow-workers at the educational colosseum in the words of the ancient Roman gladiator. We who are about to die salute you. But take care, not every gladiator died before his time.

There will be no Personal Column during August. It will resume with new writers. Mr. Mark Wainwright and Professor Ted Wragg.

Devon drops 'express college' plan after protest

Devon County Council has dropped its plan to create a sector "express college" alongside new comprehensive schools in Plymouth, following a storm of protest from parents.

Parents recommending the re-organization to the county council meeting last Thursday, were withdrawn at the last minute by Mr. F. Pinney, chairman of the education committee, who said he did not have a "consensus" from the people of Plymouth on the matter. However he added that other parts of the county might be interested in taking up the idea.

The previous week Mr. Pinney braved a 1,000-strong protest meeting at the Plymouth Guildhall where, according to observers, not one vote of support was expressed.

The scheme was first proposed by leading Conservatives at a conference last November. They wanted to abolish existing grammar and secondary modern schools and to replace them with junior and senior high schools with a break at 14. However, three out of four of the selection would be maintained in an express college for 13 to 18 year olds.

By withdrawing the scheme, councillors have postponed reorganization in Plymouth for the fourth time in five years. But change is said to be long overdue with too many schools and half empty classrooms.

Mr. Joslyn Owen, chief education officer, who advocated a radical curriculum for the express college in last week's TES, said the express college would be drawing attention to the increasing "deficiencies" of the present system in a paper to the education committee in September.

"I may or I may not describe what the next way forward should be," said Mr. Owen, who has had to draw up three different reorganization schemes over the years, only to have them shelved in the end.

Mr. Owen pointed out that councillors in Exeter, Exmouth, Torbay, East Devon and North Devon had asked if they could have the express college scheme transferred to them.

Professor Ted Wragg, director of the school of education at Exeter University and a co-opted member of the education committee, has always been a fierce opponent of the express college idea.

He said he approved of Mr. Owen's suggestions for a curriculum but if councillors from other areas such as Torbay tried to introduce the selective element of the express college—and not just the curriculum ideas—then the electorate would "go berserk".

Northern Ireland gives 11-plus details

Some details of how next year's selection system for 11 year olds in Northern Ireland will work have been released by Lord Eilton. This follows the Education Minister's announcement last month that the province is to return to attributable tests, last used for pupils transferring to secondary education in 1977.

A forecast in the TES (June 30), the procedure will avoid a strict pass/fail division. The top 20 per cent of children, graded A, will be entitled to a free grammar school place if the parents want it. The next 10 per cent of borderline pupils, graded B, will also get free places, but only if selected by a grammar school. Primary schools must give enough information about these pupils, including rank orders, to allow selection for academic courses.

The remaining 70 per cent, as decided by two verbal reasoning tests, slightly modified to test aspects of English and mathematics, will get a grade C. Anybody in this group who is selected by a grammar school can go only as a day-pupil.

Graduates' job hopes brighter

by Biddy Passmore

Graduates are faring very much better during the current recession than other first-time job-seekers.

Only about 5 per cent of this year's graduates are expected to be still unemployed in six months' time and the true unemployment rate will probably be much lower, because many graduates delay their choice of career.

"The situation is buoyant against a background of general gloom," says Mr. Bill Kirkman, secretary to the Cambridge University Appointment Board. And, although we are not complacent, there are indications that this will continue to be the case.

There are even signs that graduates are benefiting from the squeeze. Companies forced to cut back need more graduates in personnel to help with redundancies and more in their accountsancy departments to help them save money.

These are among the trends noted by the three major organizations concerned with graduate employment—the Standing Conference of Employers of Graduates (SCOG), the Association of Graduate Careers Advisory Services (AGCAS) and the Central Services Unit for Careers and Appointments Services (CSU)—and presented during SCOG's annual conference in Cambridge on Tuesday.

There is still a serious gap between graduate supply and employer demand, especially in mechanical and electrical engineering. Also many arts graduates are too inflexible about their choice of field and too few of jobs which they can make direct use of their degree subject—such as social studies—but are unwilling to consider other possibilities.

The largest single sector of work entered in 1979 was financial, and it looks like being the largest again. The University of Aston continues to have the lowest unemployment rate of any university or polytechnic in the United Kingdom, according to the latest annual report from its Careers and Appointments Service. Only 2.8 per cent of last year's graduates were still looking for work at the end of the year.

Of those going into their first jobs, 77 per cent went into industry and commerce, a reflection of Aston's specialization in applied subjects—such as electrical and mechanical engineering—in which there is an acute shortage of graduates.

Anticipating the fall

The Department of Education has issued guidance to local authorities facing with reducing their expenditure plans for schools now that rolls are falling.

A design note issued this week describes how a DES development group adopted the design of new buildings at a Durham school to meet a fall in the expected number of pupils.

School to work

Mark Jackson analyses the latest training review

New report clashes head on with Think Tank proposals on reform of training

The Government has to choose between two authoritative but conflicting reports on what to do about the national training system. The issue is whether or not to stick to the traditional basis of shared control by management and unions. Change the system, urged the Central Policy Review Staff—the Government's own Think Tank—in a recent report. It believes there can be no real reform of the system while effective control remains in the hands of the industry partnership through the industrial training boards.

Stick to the present system—and give the boards more power and independence, recommends an official inquiry whose findings are published today.

The 18-month long inquiry has been carried out by a panel from industry and education who were invited by the Manpower Services Commission to review the working of the Employment and Training Act, 1973, which set up the present training structure. The 14 members include representatives of the education service and commission officials, but the majority are drawn from employers' organizations, the unions, and the training boards, the groups whose joint dominance of the system the Think Tank has attacked.

The review body admits there are serious shortcomings in the present arrangements which it says have made little advance in securing fundamental reforms of training such as providing adequate opportunities for retraining adults, ensuring that enough youngsters are trained in the cross-sector and transferable skills needed by industry as a whole, and breaking away from time serving as the basis of apprenticeship.

It criticizes the relationship between the MSC and the training boards, which it says is soured by present arrangements under which the boards get their operating costs paid by the commission and as a result have to submit to its close scrutiny. It wants the boards to raise the whole cost of the operations from employers.

Both the boards and the education service, says the review body, feel they have insufficient influence on national training policy, and the fact that the boards and the MSC itself are organized nationally creates problems in their relationship with the education service. To help overcome this, and to make training more responsive to local needs, the panel suggests that there should in some cases be "an authoritative steering body" to bring together local interests, but it does not want a stereotyped model operating everywhere.

The review body claims that, in spite of its weaknesses, the present training framework has improved

the quality of training, has encouraged a more professional approach, and has brought advances in relationships between training and education.

And the report meets head on the Think Tank's attack on employer-dominated training boards as bodies which subordinate industry's needs to restrictive collective bargaining by claiming that it is natural that employers and unions should handle training in the same way as other matters of mutual concern. The purpose of public involvement is to change the behaviour of the industries concerned, says the review panel, and the present arrangements give a basis for the commitment of both sides without which no worthwhile development, including radical reforms of arrangements and structures, will be possible.

The report says "Radical changes in the existing structures would involve massive disruption of training. Alternative structures would have to be clear advantages indeed to justify risking a major crisis in training effort in a decade in which training is of great importance. We have not been convinced of the reality of those advantages: nor, it is clear, have the great majority of us." Nearly 250 submissions were received from companies, public bodies, and other organizations, including most of the principal groups and bodies in education.

The main recommendations

The most controversial of the recommendations are:

End the Government funding of training board operating costs (current total: £42m);

End the levy exemption system under which firms do not have to contribute to the boards income if they are carrying out enough training to meet all their own needs;

Remove the statutory limit on the amount a board can levy—1 per cent of an employer's payroll—without seeking special Parliamentary sanction.

The review panel says that the funding of operating costs through the MSC has prejudiced the effectiveness of national training arrangements because it involves detailed MSC scrutiny and control over staff pay and conditions which creates tensions and frustrations. It has blurred accountability, distracted attention from strategic issues, and robbed the training boards of some of their previous authority while making it more difficult for the MSC to play its proper role. The levy limit needs to go, the panel says, if boards are to take on these costs.

The power to exempt firms should now become discretionary—some boards may want to go on exempting, while others could not afford to lose any of their bigger employers off paying it in full.

Most of the boards themselves favour continued MSC funding but through a block grant which might get rid of the present bureaucratic control procedures. The review panel says a block grant would not get rid of these problems.

The Confederation of British Industry representative refused to join in recommending the end of Government funding for operating

costs but was prepared to accept that consultation should take place between training boards and the industries. He refused, however, to endorse the recommendation to move the statutory limit on levy.

The review's main recommendations on overall principles are that: Public training policy should concentrate on ensuring an effective concentration of the exploitation of new technology, increased productivity, and growth; extending vocational preparation for young people; increasing opportunities for adults to train and retrain; widening the use of efficient training methods.

MSC and Government support should be based on full consultation with both sides of industry; supplementing industry's own training efforts; enhancing the flexibility of training response; and coming to problems where training provides the most economic solution.

The MSC should exercise stronger leadership and coordination to achieve national training priorities and the industrial training organizations should accept its leadership.

The MSC should develop better ways of consulting interested groups over training policies and to ensure that educationists are more closely involved in training policy and programmes, especially the Training Service Division and industrial training organizations must do more to establish contacts at local level between educationists and employers.

The principles laid down in the Training for Skills—the programme under which the MSC funds training beyond the scope of particular industries—should be applied more rigorously with support in key skills training becoming conditional on the implementation of its guidelines.

MSC prepares for more than 450,000 under-19 jobless

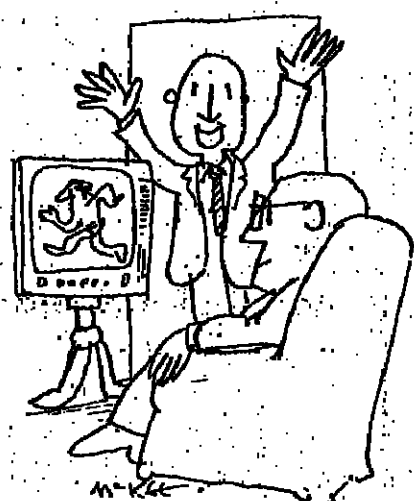
The Manpower Services Commission is preparing to face a total of more than 450,000 jobless under 19s next January, including 150,000 school leavers.

The commission has begun to build up the Youth Opportunities Programme to the limit of its present budget so that it is ready to take off for the further expansion, which it is now convinced will be necessary, as soon as it gets ministerial approval.

The programme is expected to provide 110,000 places this October as compared with under 97,000 filled at the same time the peak month—last year. But unless the number of this year's leavers still unemployed by then is much lower than anyone in the commission, or the careers service expects, the programme will need to be expanded by another 15-20,000 places early in the new year. Mr Geoffrey Holland, director of the commission's special programmes, told THE TES this week: "We said that this year the programme had to deal with 170,000 leavers guaranteed a place by Government undertakings as compared with 140,000 last year."

The current gross cost per entrant is about £700, but a large part of this is the YOP allowance, which is due to go up this autumn. "The commission's annual review of special programmes," published this week, says that a total of 215,400 youngsters entered the programme during last year. Most of them were 16 or 17, but the review says that the MSC would like to increase the proportion of 18-year-olds from last year's one in ten. It says they may regard the flat rate allowance as too low. The TES reported last week that the special programmes board is pressing the commission to pay 18-year-olds more than £30 a week to get them in.

School leavers accounted for nearly two-thirds of the entrants



"Never mind the gold medals, headmaster, Wilkins has a job."

and the long term unemployed for only 3 per cent. The average length of unemployment for entrants was four months.

More than half of those who went into work experience in the previous year had no additional qualifications—be compared with one in five of all school leavers.

The commission, mindful of fears in the education and careers services and among the voluntary organizations that the need to expand YOP might perpetuate its earlier heavy reliance on relatively cheap work experience with employers, says that there was a doubling of the number of entrants to all other sorts of schemes. This helped account for the rising cost of special programmes, which went up to £157.2 million from £73 million the year before, even though the special temporary employment programme was cut back heavily.

The review reports that the proportion of YOP "graduates" who went on to paid jobs had dropped from 40 per cent of those who were trained in the autumn of 1978 to 35 out of 10 of the January 1979 entrants. But Mr Holland said this week that a more recent survey showed that it had risen again to more than seven out of 10.

Post-school activity in EEC countries

Country	Year	Part-time education	Part-time training	Part-time work	Part-time leisure	Part-time other	Total %
Belgium	1977	55	36	4	4	1	100
Denmark	1976	21	13	30	31	1	100
West Germany	1978	21	13	30	31	1	100
France	1978	27	40	14	19	1	100
Ireland	1977	56	10	15	19	1	100
Italy	1977	20	30	23	23	1	100
Luxembourg	1977	31	29	23	17	1	100
Netherlands	1976	35	29	23	13	1	100
Great Britain	1977	32	10	14	44	1	100

Notes: The compilation of the data in the table above involves a number of assumptions.

* Including pupils in first-year basic vocational training in school.

Source: Chris Hayes Associates Limited.

Big gap in communication

The structures of the national training system have failed to bridge the large gap between the education service and industry, says the review. The gap, it says, is in "communication, perception, and national comprehension."

The panel says that this is despite the involvement of education service representatives in key decisions as members of training boards and the MSC itself, of cross representation between boards and examining bodies, and close contacts between the MSC and the DES.

It claims that the education service has become, rightly, a significant partner in training policy, but reports, nevertheless, that educationists expressed disquiet to the panel about present arrangements. Some complained of lack of consultation by the training institutions and argued that they felt themselves junior partners on the boards and the commission. The unions backed the view held by the educationists that further integration was needed.

Training boards and industry representatives, however, say the panel was concerned about the impossibility of getting a common policy approach when each is determined what it is going to provide. The review panel says that the different structures of locally based education and nationally organized training organizations generated tension, but that the composition of the MSC and the training boards has helped reconcile them. But it considers the continuing gap a matter of concern.

Further 1,500 apprenticeships

The Manpower Services Commission is about to announce an offer to fund another 1,500 apprenticeships as an emergency move to help counter falling intakes by employers. It will bring the total number of Government appointed training grants being offered this year to 24,500.

About a third of the emergency grants will go to the engineering industry and another third to construction. The engineering training board has reported a drop of about 8 per cent this year in the industry's normal intake of around 20,000 youngsters, and the construction board estimates that its drop is about 7 per cent on a target of about 13,000.

Call to expand life and job skill programme

The review makes only one recommendation calling for a specific increase in Government expenditure—an expansion of the unified vocational preparation programme for youngsters at work and beyond grants to their employers.

UVP, which provides a broad range of life and job skills, together with any necessary remedial education for youngsters who have started work at 16 in jobs which offer little or no training, has now grown to 3,500 places. The review panel wants it expanded to cover in the years all 200,000 who join this group of the workforce each year.

Although the review body does not estimate the full cost, Training Service Division officials put it at around £200m annually.

The review body says that it is essential for education departments to be particularly to support and expand the development programme for youngsters with the Government and MSC until its benefits become recognized. It says that increased grants are essential both to encourage employers to cooperate and to help colleges and training boards to set up schemes, and recommended some of the training grants of a similar kind the commission uses to support other priority training.

Almost as important as grants, says the review, is the encouragement of local and national cooperation between industry and education to design and run courses.

The report says: "There is a major opportunity here to bring the gap between the two sides of the divide to a point where each side with unrealistic expectations of the other can develop the employment and training potential of young school leavers."

The decision to offer so many places to the construction industry, even though it employs fewer craftsmen than engineering appears to have been influenced by business that the demand for engineering craftsmen will fall over the next few years while that for skilled building workers will rise.

Science diary

The admission that a serious nuclear accident took place in the Soviet Union nearly 25 years ago would help to fend off similar disasters. JOHN MADDOX examines the research

Iron curtain cover-up

It now seems plain that during a nuclear accident involving the release of a very large quantity of radioactivity took place in a region of the Soviet Union a hundred miles south and east of the city of Sverdlovsk.

The first reports of the accident came from Dr Zhores Medvedev, the Soviet geneticist exiled in London. The details of what may have happened have been reconstructed by three scientists at the Oak Ridge National Laboratory in the United States and are published in *Science* (July 18).

So far, the Soviet Union has made no official statement to acknowledge that some kind of accident occurred in this remote region east of the Urals. Medvedev's original account of the accident was based on a report from a fellow citizen before he left the Soviet Union. By Medvedev's account, there had been reports of the contamination of the numerous lakes of this post-glacial region, the accounts of villages and small towns and even of heavy casualties among the local population.

Dr John Trabalka, L. Dean Symon and Stanley Auerbach and their colleagues have had to work with data gathered from a painstaking hunt through the scientific literature of the Soviet Union. They have also had access to some of the data gathered by the Central Intelligence Agency and by reconnaissance satellites flying over the Soviet Union.

The most decisive evidence that there was indeed an accident to the south of Sverdlovsk, and that several tens of square kilometres of the region were and remain contaminated, comes from the reconnaissance photographs, which show that the Soviet authorities have built a system of canals in the region intended to divert radioactivity from the major rivers of the region.

Most of the contamination appears to centre on the city of Krasnodar, more or less in the middle of the lake and region and halfway between Sverdlovsk and Chistopol. The first reports in the Soviet press suggesting that there may have been a nuclear accident are of a small village in the United States in 1950, when a chemical explosion caused by ammonium nitrate took place at the nuclear research laboratories at Chalk River, one of the nuclear plants built during the Second World War.

They estimate, however, that the explosion which took place in the Soviet Union in 1957 must have had an energy equivalent to between 1,000 and 2,000 tonnes of TNT. This, they calculate, would have been enough to scatter up to a million tonnes of ammonium nitrate together with large quantities of radioactivity embodied in other isotopes, over the contaminated region.

Plainly, for the Soviet Union this accident must have been a major catastrophe. The authorities appear, however, to have acted promptly. Several villages were evacuated. Many of their names have now disappeared from the maps. The city of Krasnodar, apparently remains as do a number of other hamlets and small towns in the contaminated region.

The estimate of the amount of radioactivity scattered over the region is smaller, by a factor of 10 than that put forward by Medvedev, and the people from Oak Ridge conclude, it should have been entirely feasible for the people authorities to evacuate the region most at risk in good time for them. It was, however, not until the consequences of exposure to radiation.

In other words, such damage to people as may have been caused by the accident would consist of the death of cancer and other long-term



In the 1950s, radioactive isotopes for medical and industrial uses were prepared from fission products. The thick wall of lead bricks protects the operator from radiation at a Canadian laboratory.

the waste left over after the plutonium had been extracted. The sequence of processes that would probably have been used in these two consecutive extractions of material from the spent fuel elements would have led to the formation of ammonium nitrate which might have been used as a solid in what over tanks were used for storing the radioactive waste.

This, it is now inferred, must have triggered off the near-catastrophe in the winter of 1957-58. Indeed, Dr Trabalka and his colleagues point out that there was a smaller, but similar incident in the United States in 1950, when a chemical explosion caused by ammonium nitrate took place at the nuclear research laboratories at Chalk River, one of the nuclear plants built during the Second World War.

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NEWS

Formula to stop dropouts

by David Lister

An all-male class in physical education would be one of the few adult education classes not to lose a large number of students halfway through the course. Even then, the classes would have to be held on Thursday nights.

That is the light-hearted conclusion of a serious piece of research on which students drop out of adult education classes and why.

According to a study by Messrs G. L. Roberts and W. Webb of Huddersfield Polytechnic department of postgraduate further education studies, academic classes have the highest dropout rate of any subjects, with nearly a third of students falling by the wayside midway through the course.

It also emerges that the dropout rate falls as the week progresses, being highest on a Monday, when in academic classes nearly half the students drop out.

Mixed classes have a higher dropout rate than all female classes

which in turn have a higher dropout rate than all male classes.

The study, which is reported in the current issue of *Adult Education* analysed the enrolments and dropouts in four adult centres over a two year period. Of 7,876 students enrolled over the period, 1,218 or 15.5 per cent dropped out, generally before Christmas, in a year long course. The highest dropout rate occurred in G level mathematics where 67 per cent of students failed to last the course.

In general, academic classes showed a dropout rate of 33.2 per cent, followed by language, arts and practical classes at around 16 per cent. Domestic and physical recreation classes had the lowest dropout rate of nine per cent.

The authors point out that some students drop out because they have acquired what they want from the course. Nevertheless, they recommend that general interest non-exam classes be provided in some traditionally examined subjects and the shifting of academic subjects to the latter part of the week. They also wonder whether the lack of classes on a Friday is of more benefit to the teachers rather than the students.

COURSES

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OVERSEAS NEWS

United States

Now America wants its own open university

by Clive Cookson

WASHINGTON Many Americans see Britain's Open University as one of the great educational success stories of the past two decades, and there has been considerable interest in recent years in establishing a similar institution in the United States.

A few individual colleges and universities and regional consortia have established distance learning systems, sometimes using British OU materials, but no national open university has got off the ground. This year, however, has seen a series of developments that may bring the idea closer to reality. Perhaps the most important is a proposal by Walter Perry, publisher of the publishing multimillionaire, to give the Corporation for Public Broadcasting (CPB) \$10m a year for 15 years to set up a "national university of the air".

Mr Annenberg, former United States ambassador in London, first approached the CPB early last year, but the gift was not announced until the tax authorities approved the deal this summer.

The CPB and the Annenberg School of Communications (the educational foundation through which the ex-ambassador is making his donation) have set up a joint task force to decide exactly how to spend the \$150m gift, its chairman is William McGinnis, who has just retired as president of Columbia University and other members include Robert Fleming, CPB president and former president of the University of Michigan, and George Gerbner, dean of the Annenberg School of Communications at the University of Pennsylvania.

Neither Mr Annenberg's associates nor the CPB have revealed much about their plans—apparently because they are still undecided. All they will say is that the money will be used to offer college credit courses through public television and radio and "other telecommunications media" (videotapes have been mentioned) "for students who cannot afford the cost of on-campus education".



Walter Perry: go after adults.

Mr Annenberg himself is known to believe that the courses should be aimed primarily at the 18-21 age group. That idea goes right against the conventional thinking of most open university advocates, in the United States, who believe its great potential lies in the adult population and of course it would set the American institution apart

from Britain's Open University. Walter Perry, Vice-Chancellor of the OU, believes strongly that it would be a mistake for anyone planning a similar institution in the United States to rely on the traditional college age population. In an interview in New York, where he was visiting the British Open University Foundation (the OU's American office), Lord Perry said there were both political and educational reasons for going after adults.

Politically, he said, an American Open University would antagonize "every traditional college" if it competed for their young undergraduates. But they would welcome it if it brought mid-career adults into the higher education system. In addition, studies and the experience of the OU in Britain had shown that distance learning was not suitable educationally for many 18 to 21-year-olds.

Lord Perry is well aware of the problems to be faced in establishing an open university. Five years ago, at the request of then Prime Minister Harold Wilson, he communicated his ideas on the subject to Vice-President Nelson Rockefeller, who was considering setting up a commission to study open learning systems for the United States but nothing came of it.

This year two separate consortia of American universities have announced plans for a nationwide open university, independently of one another and independently of Annenberg. One, the National University Consortium, will in fact launch the United States first coast-to-coast distance learning system this autumn, with help of a \$400,000 grant from the Carnegie Corporation. But it will just be a pilot stage, with only three courses offered per semester.

During the first year, students will enrol at one of the seven member colleges and universities (30 institutions applied to take part) which will provide them with study packages and telephone tutors. The television component will be transmitted by satellite from the consortium headquarters in Maryland and broadcast by 11 local public TV stations.

In its early stages the National University Consortium will rely heavily on materials bought from the British Open University. But if the number of students and participating institutions grows in accordance with the (optimistic) consortium plan, "it is expected that within a few years the fees generated by the participants within the consortium would become sufficient to make the project self-sustaining on an operational basis, and that, in time, would develop sufficient surplus to underwrite the cost of developing new courses with a more American orientation than those available solely through British sources."

The other consortium with ambitions to set up an "open University of America" is a group of 11 state universities in the midwest, called the University of Mid-America, which has operated as a sort of regional open university since 1974. On the basis of a feasibility study, the board of trustees of the University of Mid-America recently gave the consortium's energetic and ambitious president, Donald McNeill, the go-ahead to draw up plans and raise funds for an open university of America.

One reason why the trustees are keen on the idea is that they think an open university would attract additional students for conventional institutions. "There is a widespread conviction that an open uni-

versity of America would not compete with existing institutions for students, but would instead increase the number of active participants in higher education," the feasibility study said.

"The experience of several non-traditional institutions bears this out. A very high percentage of students in non-traditional programmes go on to enrol at another traditional institution."

Finance has always been the main obstacle to the establishment of a large-scale open university in the United States, and both the National University Consortium and the University of Mid-America have their eyes on the Annenberg gift as a potential source of start-up funds. (Of course \$10 million a year would not be nearly enough to finance such an institution when fully operational.) However, it remains to be seen whether Annenberg and his associates will allow the corporation for public broadcasting to give money to two ventures that would be aimed firmly at mid-career adults, when he is anxious for his gift to be used to educate young people.

Immigrant ruling

WASHINGTON US District Judge Woodrow Seale has struck down as unconstitutional the controversial Texas law that bars the children of illegal immigrants from free public education. (TES, July 18). But the Attorney General immediately said he would appeal against the ruling, which would add an estimated 40,000 to 110,000 children (many Mexican) to public school rolls in Texas, hindering the state's ability to provide quality education to many of the documented aliens already here.

OVERSEAS NEWS

Australia

Nine-subject core scheme goes out for debate

by Bill Purvis

SYDNEY

An Australian national education body has recommended the adoption of a core of nine subjects to be taught in all Australian schools. The report by the Curriculum Development Centre has been circulated for public discussion and review. The centre's director, Dr Malcolm Skilbeck, says the centre will make further proposals and revisions.

Dr Skilbeck, who taught in London in the late 1950s, says the centre is inviting comment and constructive criticism on its recommendations. So far reactions have been all favourable.

The centre recommends a core of nine subject areas: mathematics, science and technology, communication, arts and crafts, environmental studies, social, cultural and civic studies, health education, moral reasoning and values, and work, leisure and life-style.

The report is now being studied by those responsible for the different education systems in the six states plus the Northern Territory and Canberra, all of which have their own education departments. They will be looking at a 23-page summary of the needs for a core curriculum, the aims of schooling in Australia and the suggested nine-subject core.

Further than that it does not go, leaving it to the various authorities to determine how to implement the broad guidelines set out by the centre. It is not for the centre to determine detailed curriculum content and teaching methods, or to prescribe syllabuses and texts," the report says.

However, we believe that as a national body, the centre should be able to develop school curriculum, support curriculum development and undertake related research, there are sound reasons for us to suggest broad directions for Australian schools to follow in deciding on core curriculum."

It goes on to argue that the need

for a national core curriculum has come about because the traditional way of packaging knowledge into required subjects no longer satisfies either society or students.

"We need to re-establish a balance between a comprehensive care of learnings which includes but is not restricted to established subject matter and a realistic set of elective studies."

The report stresses the need to give pupils an understanding of the society in which they live. It also refers to the need to equip children to cope with a multi-racial society, the impact of television and the importance of leisure activity.

Mr Paul Landa, Minister for Education in New South Wales, the most populous state, says the report envisages a dynamic new approach. Mr Landa commended the report as an important discussion paper which should provide fuel for community involvement and debate on what was to be taught in schools—and how it would be taught and tested.

He said the recommended core curriculum provided for more diverse areas of learning and experience for the school population without ignoring the traditional basic skills.

"Schools are already showing flexibility and more autonomy in the teaching and development of present subjects."

The discussion paper will enable a broad base of acceptance for general aims and guidelines for the education of our children."



Shmuel for foreigners? Mieszko I and Boleslaw Chrobry School, Gniezno.

Poland

'Flying university' slams revamp of school system

by a special correspondent

Poland's "flying university" has issued a major exposé of the country's primary and secondary education system—in spite of a ban on the system, launched with a blast of official publicity two years ago.

These changes, which replaced an eight-year cycle of basic school education with a 10-year comprehensive span of schooling, are intended to develop both practical abilities and general knowledge, according to the Polish Government. They are also supposed to ease the difficulties faced by children from non-academic backgrounds and those attending small rural schools, with their often unqualified teachers.

The new scheme, comprising one year of compulsory kindergarten for six-year-olds, three years of elementary education and seven years of "systematic" education, with a strong slant towards technology, has been widely criticised.

Large, well-equipped schools, built to commemorate Poland's millennium of statehood, are now being built on the basis of the new system. But the "flying university", the unofficial Society for Academic Courses (SAC), says in an open letter to parents and educators: "The reality is very different. Planning out of the new schools will exacerbate rather than eliminate the differences in education."

The SAC, which includes 70 leading Polish academics, many of them still in good standing with the establishment, was the current school situation as a crisis which all sectors of society must try to avert.

"The 'flying university' is a daily teaching plan. Originally founded three years ago to provide alternative courses to the state 'monopoly' on university teaching, it now works largely through ghost-teachers and clandestine textbooks. It is this 'secret field' that is now taking the responsibility for preparing lesson notes, and teachers' aids to fill the gaps in the official secondary syllabus."

with racial exclusiveness written into its statute. The new body has the backing of prominent educationists like Dr. Franciszka Auerbach of the South African Institute of Race Relations and Mr. Fanyana Masibane, a former school teacher who was active in civic politics in Soweto until his recent three-year banning.

But it faces a uphill battle in the quest for membership. The Transvaal Order of Teachers, the association representing teachers at African government schools, has declined to participate, while the Transvaal Teachers' Association has so far also declined.

The two main black teacher bodies are adopting a wait-and-see attitude, having said their peace on racial discrimination in the past. The Transvaal Teachers' Council, an official body which all white teachers in state schools are compelled to join—as the only professional organisation in the country

national opportunity between urban and rural children, it says. The vocational training is too narrow and accomplished by sacrificing the study of history, national and world culture to an extent where the cultural future of the country is in doubt. The SAC also says that the role of Christianity in European history, and Polish-Soviet relations.

Upper forms, instead of receiving a grounding in elementary philosophy, economics and sociology, get only "primitive propaganda and indoctrination"—a situation which, says the SAC, reflects the general "alliance and deception" of public life and the Polish media. In addition, basic buildings teaching aids, and even textbooks are largely lacking.

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International conferences

WCOTP anticipates tricky debate in Brasilia on development issues

by Hilary Wilce

Education and development is the theme of a major international teacher conference in Brazil next week.

More than 600 delegates from 80 countries will attend the 24-day Assembly of Delegates of the World Confederation of Organizations of the Teaching Profession in Brasilia.

Debate in the Assembly will be based on an inquiry into the state both of development education and of education as a tool of development, conducted among the 120 national teacher organisations which are members of WCOTP.

Replicates to a questionnaire have been analysed by Mr. A. J. Wilce, a British member of the WCOTP executive, who will introduce the debate.

The theme was a difficult one, presenting particular political problems, he said. He expected the Assembly would debate the whole concept of development. "We have not to be clear about our ultimate objectives."

The report would stress there was still "the devil of a long way to go" before primary education was universal, and before secondary education became anything more than the privilege of a few.

Replicates had indicated that, in Europe, the curriculum was so crowded with subjects deemed essential that there was little opportunity to add extras such as development studies. Organisations in the developed world had also shown themselves worried by a general rundown in educational resources.

Mr Wilce will be stepping down from his executive post at the Assembly, but two British delegates will be standing for election. Mr. Geoff Foster, of the National Union of Teachers, will be standing for the executive committee, and Mr. Brian Holmes, of the National Association of Teachers of Further and Higher Education, will be standing for one of the two vice-presidencies.

Other Assembly concerns will be the implementation of a UNESCO/International Labour Organisation recommendation on the status of teachers, women in education, and relations between WCOTP and the Organisation of Economic Cooperation and Development.

A three-day seminar on teachers and human rights will be held in Rio de Janeiro after the Assembly. This will almost certainly include discussion of the deteriorating situation in El Salvador, where 55 teachers have been assassinated this year.

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Fees protests expected as Commonwealth ministers meet to discuss cooperation

by Hilary Wilce

Ministers responsible for the education of Commonwealth countries are expected to meet in Sri Lanka next week to discuss their continuing programme of educational cooperation.

But the eighth Commonwealth education ministers' conference is likely to be marked by bitter debates at Britain's decision to raise overseas student fees drastically.

Commonwealth countries, such as Malaysia, Nigeria, Sri Lanka, India and Kenya, send large numbers of students to Britain and are angry at the British Government's decision to exempt students from European Economic Community countries from the raised fees, without making special provision for Commonwealth students.

Malaysia, which sends more students to Britain than any other country, has already spoken out against this (TES July 24) and is looking for alternative countries to send its students to.

However, debate about this in Sri Lanka is likely to be tempered by the knowledge that Britain provides a third of all Commonwealth Secretariat funds. The British Commonwealth Education Society, which will be holding its own annual meeting in Cambridge this September.

Inevitably—and properly—the delegates visited schools. In Japan there were 40-plus pupils in primary, secondary classes, sitting quietly while the teachers did a good deal of talking. Foreign language teaching methods seemed antiquated, and as a result the pupils and teachers' knowledge of English was poor.

Witold Tulasiewicz, of the Department of Education, Cambridge University, is a committee member of the British Comparative Education Society.

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PARIS

Deaf, but not kept separate. Jane Jessel on a radical scheme to teach deaf children in ordinary schools.

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South Africa

Hopes for integrated teacher body marred by banning

by John Kane-Berman

JOHANNESBURG In the midst of South Africa's current education crisis, efforts are being made to launch a new non-racial national teachers' association dedicated to a single and equal education system for the country. The National Education Union of South Africa (NEUSA) was officially inaugurated at a public meeting in Johannesburg in mid-June, but one of its leading black officials, Mr. Fanyana Masibane, has since been banned (see page 4).

Another member of its executive, Professor Philip Tobias, dean of the Faculty of Education at the University of the Witwatersrand, and an internationally known anthropologist and linguist, was also banned.

The two main black teacher bodies are adopting a wait-and-see attitude, having said their peace on racial discrimination in the past. The Transvaal Teachers' Council, an official body which all white teachers in state schools are compelled to join—as the only professional organisation in the country

with racial exclusiveness written into its statute. The new body has the backing of prominent educationists like Dr. Franciszka Auerbach of the South African Institute of Race Relations and Mr. Fanyana Masibane, a former school teacher who was active in civic politics in Soweto until his recent three-year banning.

But it faces a uphill battle in the quest for membership. The Transvaal Order of Teachers, the association representing teachers at African government schools, has declined to participate, while the Transvaal Teachers' Association has so far also declined.

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features



The apparent eloquence of this photograph encourages a one-dimensional interpretation. It accurately reflects Trevor's boredom in many of his maths lessons, but does nothing to indicate the constant and genuine attempts of his teacher to get through to him.

The photographer as exploiter

WORK FORCE is an exhibition of photographs and text by

ANDREW BETHELL, who has worked with Selma Mustafa, Dilek Nedjat and Trevor Boucaud to try to show what life is like for those about to leave school and join the workforce.

The pictures and words pose questions about schooling and the way it is represented. Who takes the pictures, and why? Who chooses, and for what? What do the pictures mean, and to whom?

Documentary photographers have always been fascinated by schools. In education they can find many of their favourite visual ingredients: childhood, conflict, institution versus individual, alienation and pathos.

Photographers tend to prefer primary schools. There the children are still young enough to be "uninhibited" and "spontaneous". They have not yet discovered the significance of their own appearance. Secondary schools are more difficult. The structures are more formal and the children more self-conscious. There are a limited number of ways of photographing a teacher sitting at rows of desks, at least in a way that does not upset the equilibrium.

So, photographs of young children will appeal to the emotions, whereas photographs of adolescents tend to appeal to the intellect. Once a photographer moves on from sentimentality and spontaneity, he must represent symbolically. The alienated outsider in the playground, the sterile relationship of the assembly, the classroom confrontation. These pictures demand an analysis based on an intellectual position.

The images of Rodney in the programme *Public School* meant different

things to different people: it depended whose "side" you were on. A cocktail party for well-heeled parents meant civilized consensus or decadent divisiveness. The recurring images of rolling playing fields mean physical freedom or self-fulfilling privilege. So with the starker images from secondary schools of humbler stock: one person's order is another person's alienation.

The trouble is, in their search for a symbolic moment that "says it all", documentary photographers can and do exploit schools. As a group they are notoriously uncritical of their relationship to the situation they represent. The photographer tends to take much and return little. It is a private foray into a public world. The rights of the individual have been subsumed into the orthodoxy, which takes its freedom from the artistic tradition and its power of persuasion from propaganda.

Once a teacher allows a photographer into her classroom she is expected to abdicate her rights of interpretation and intervention. When the finished photograph, a cropped monochrome moment isolated from a limitless technicolour encounter, appears in the TES or on the cover of a sociological text, she and her pupils have been "used". But she is unlikely to see it

that way. Teachers, like every other group, have internalized the dominant belief of the photographer sees it all, and that the photograph cannot lie.

As a teacher who takes photographs, have become more critical. My own photographs of my own school suffered from over involvement, whereas when photographers came in from the outside their distance invalidated their pictures. I resented their assumptions, and became frustrated when they resisted or evaded my request to participate (with the children) in the process of representing experience.

Several months later their photographs would appear, either in isolation with some misleading caption or—and this was worse—to illustrate their own limited thesis about the complex interaction that I knew to be education. I was fed up with seeing photographs which were used to substantiate a one-dimensional analysis of teachers oppress spontaneity, or of malice is best.

Lucky enough to have some time on my hands, I decided to devise an approach to documentary photography in school which met and resolved some of the dilemmas.

At a local school in which I had taught some years before I made contact with two girls and a boy in the fifth year. All three were planning to leave school at the end of the year (and then join the national "workforce", hence the title). I wanted to record their experience of their last year of compulsory schooling.

To meet my own criticisms I made several decisions at the start:

(1) This was to be a long-term project. No nipping in and then nipping out when it suited me. To sustain this, I had to make sure that I should continue to be welcomed.

(2) I would discuss the project not merely before, but during and after, with those who became involved, but especially with the teachers and pupils whose lives were being recorded. Everyone had to know I was there.

(3) The three subjects were to play an active part in the process. They must participate at every stage: deciding what was best to photograph, selecting the contact prints, discussing how the pictures were to be used.

(4) The pictures were going to be returned to the school to be displayed for everyone's consideration. Those who wanted copies should, wherever possible, have them.

(5) I wanted the process of documentary photography to serve as an example of how the mass media could work to reconstruct our view of the world. The exhibition would deliberately pose questions about how meaning was admitted through the pictures.

(6) I was determined to relinquish some of the power traditionally held by the one with the camera, and to be sure that the three participants were taking photographs. Their views would become increasingly important, and the pictures would be well represented in the exhibition.

The project has run for six months and has only recently received its final approval from the School Governors. The pictures, which are now on display in the Cockpit Gallery, Holborn, London, are a long way to go. The photographs are text which appear on this page come from a travelling exhibition of the first stages of the project.

For left: Is this aggressive technical teacher takes it out on a successful black pupil or a hearted moment in the unorthodox drawing lesson? The latter interpretation holds up, unless you bother to consult the boy concerned, who is quite sure. Of course he's not having the look you can see me smiling. He's not the sort of teacher anyone would want to be. Left: Selecting images from contact prints takes time, but it is an essential part of the process and can be shared.

Participation

As soon as a batch of photographs was taken and developed, we discussed what they had worked out. We did not agree about which pictures gave the impression of a given occasion.

In selecting a series to illustrate a day in the life we were bound to use different criteria. The pictures on the left show how we differed in our choice of the first three pictures. The comments indicate why each picture was chosen.

features



This portrait of Trevor was taken by Dilek. To take it she had to force her way into an all-male training session. The unusual and sophisticated composition was deliberate, and reflected the discussions we had about the pictures that had been taken of her.



Trevor's version: "We're just going to have a little fight in this one. Not a real one, Devon is just pretendin' to hold her, I'm actin' innocent as usual."

A day in the life

Selma and Dilek's version

Left: I was late for registration. Guilty face. No, I'm not always late.

Centre: That one's nice. It was where I was talking to those two. All interested. Look at my face.

Right: We never seem to be silent in registration. This one gets the atmosphere.



Andrew's version

Left: They do not have assembly every day, but this seems to symbolize the relational relationships in school.

Centre: This one shows the relaxed atmosphere on the form room. I particularly liked the smile on the teacher's face.

Right: There is an obvious contrast between the way the girls behave and the way Trevor is going about the lesson.



It is too easy to forget the effect of the photographer on any given situation. Would this scene have occurred had the photographer not been there?

Teacher's version: "By the look of Veronica's face, Trevor has said something because that's her face, you know the eyes go down and she looks at the floor and she's saying 'Don't say that about me'. I could have got a bit serious because Trevor can really rile her and she can lose her temper. Veronica seems to be taking very little notice of Devon behind her. I wonder why?"

There are 25 panels in the exhibition, which has been exhibited in the school and at Centerprise, the local community centre. With a third stage of another 10 panels, WORKFORCE was exhibited at the COCKPIT GALLERY, HOLBORN, during June.

From September the travelling exhibition will be available for display in schools, colleges and youth centres.

For further information about prices and booking contact Alan Tomkins at The Cockpit Gallery, Holborn, Drama and Tape Centre, Princeton Street, London, W.C1, telephone 01-405 5334.

Andrew Bethell was Head of English at Brookbury and Kiburn High School. He is an editor of Teaching London Kids magazine.



Victoria Neumark

Hitting them hard

With these thoughts in mind, Kurt Hahn Gedickes, principal, together with the LSO, persuaded the administrators of the Shell LSO Scholarship to change the format considerably for 1957. Instead of a one-day audition, the LSO was divided by regional and then national levels, the whole event took place over a week in the Henry Wood Recital Hall, London. Not content, moreover, with the idea of a one-day audition, Hahn Gedickes proposed that most of the week should be spent in workshop conditions, the last two days becoming semi-finals and finals respectively. For the participants, it has been a welcome change of pace. They would have the enormous amount of practical help and advice they have received, both officially and unofficially, for it was not unknown for tutors/jurors to take individuals aside for some private tuition. Now, with the exception of the first round, which would be in close contact with a large number of colleagues. However, the

Such problems, and the possibility of gaps and take-over points of intervention, where tutors tended not to have the final say, might not have been important, had not these proceedings become progressively more competitive. While no one should deny gold medal winner Nigel Thomas his £3,000 scholarship to be used for further study, it is a pity that in the eyes of many of his peers, he merely becomes £3,000 poorer and more valuable than his colleagues. The fact that he already studies in London sadly underlines the problems for students in other parts of the country.

Andrew Pegg

Homage to Picasso

Hockney's exhibition, *Travel with Pen, Pencil and Ink*, toured America two years ago and can be seen at the Tate until August 8. The catalogue, (published by Penguin, £12.00) is really a companion guide to the exhibition, giving a comprehensive view of his work, from sketches by hand and grand tour sketches by helicopter, to some not in the exhibition.

Here we see his drawings of anything which intrigues, pleases or amuses him. No object is too humble for his notice. "People are everywhere, few, insignificant, all receive the gaze," he writes in the catalogue, and, conversely, "the power

Years after I left school, sitting at a café table in a small and smelly fishing port in the south of Portugal, I had my eye arrested by a group of youths animatedly conversing with electric gesticulations. After watching them for a while, I realized that they were deaf and using the same sort of semaphore mime as we did at my deaf school. I could not follow what they were talking about—which did not surprise me: they were using their own dumb-crambo argot that, like ours, was incomprehensible outside their group. I joined them, and found they would have dropped the whole private sign-lingo (as happened on another occasion when I introduced

Children's Books of the Year

The Tenth Children's Books of the Year Exhibition is at the National Book League, 45 East Hill, NW1 1JH, London, until August 15.

Music games

Mike Gray

Mike Gray, who was referred to in Frances Hill's radio review of 12, neither wrote nor read a review of *A Short Sharp Shock*. Our consequent criticism of our professional abilities is the unambiguously withdrawn.

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Video and film 2

ference programme 2

ance Department of High Wycombe
is establishing a full range
of tools and materials, support
necessaries, including tape
recorders, trimmers, mount-
ing papers, covers, graph-
ic backing for maps and various
A. Demonstrations of equipment
and processes will be arranged
from 10.15 to 11.00 a.m.

and of Leeds will be
audio and visual and record-
ing, calculators and other
of physics teaching equipment
in this company's range of
for schools, including
and radio and television broad-
cast automation. The Synthes-
is page recorder and play-
back machine will also be on show
and features.

Using the calculators will be a great help to students, with its ability to present problems on two levels, and the new Spelling B for slow learners. The range of materials to be played by Audio Learning will be the latest addition to the range of visual resources of slides and prints on topics such as health and hygiene. The Visual Production of Colour will be showing a range of colour slides, filmstrips and projection transparencies. A new material will be devoted to the mechanics of weathering and related modifications. Colour Canyon and Acids are also

...landscape including c
granite formations, cany
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film, he will also show mater
with political playing ca
Spanish Armada, various stre
roads and the Monmouth fir
little of filmstrips and an
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include a study of Hal
other

Ed Tech 80

A black and white collage of various electronic and office equipment. In the foreground, a large electronic calculator with a numeric keypad and a small display screen is prominent. To its left is a typewriter. Above the calculator is a printer or another type of electronic device. In the background, there is a world map on a stand, a reel-to-reel tape recorder, and a film projector with two large reels. The entire scene is set against a background of concentric circles, suggesting a globe or a stylized floor.

From left: E. J. Arnold's Spelling B; the OEM transparency typewriter; Lawco stockboxes; Bell and Howell recorder; Unique writing board Chamber recorder; Bell and Howell 1568 projector.

to identify these appropriately and safely. For children at the top end of the primary age range and in day schools, there is a strip of the police force and another explaining the physics of colour.

P. W. D. Budach of Boreham Wood will be showing the new ReVox 884 language laboratory which, they say, is able to cope with as many as 75 students at a time. This equipment is 'microprocessor-based and designed to give the listener maximum flexibility: it can accept 90 external or internal signal sources

[illegible]

be shown on a video monitor at the stand. A free catalogue of the films schools may borrow without charge will also be available, as well as the latest edition of the complete catalogue of the Central Film Library's stock: the price is £1.50.

Coomber Electronic Equipment of Worcester will be exhibiting new cassette players, the Model 262, and a new tape-slide cassette recorder, Model 343AV, along with the complete range of other equipment produced by

The work

the company: cassette tape recorders of 5 or 15 RMS, several radio cassette tape recorders, an amplified loudspeaker. The full range of Vista projection screens made by DRIH (Screens) of Waltham Abbey is to be shown by the firm, including the heavy-duty Picturama, which is spring-mounted on a tripod stand, and the overhead version of the same model, both come in sizes ranging from 4 ft 2 in squares to 7 ft squares. The firm will also be showing the Classic screen, with life-rendering

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device to ensure a drum-tout surface, the Classmaster and the Jiffy for wall suspension. Doryvale of London will have on stand a range of cooking equipment suitable for kitchens, supply schools, and other educational establishments. Visitors will be able to see the Baker's Pride pizza oven, the Remington electric brewer, Tomlinson's Promper soup kettle, the Sand-serve ice cream machine. Exhibiting for the first time at Tech 80, Edrich Audio Visual. Gerards Cross will be showing a

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The Education & Communication Technology Exhibition
EdTech 80

Map of the Exhibition:

The map shows the layout of the exhibition at HOLLAND PARK, LONDON W8. Key areas include:

- CAR PARK** (top left)
- REFRESHMENTS TO TABLES** (top center)
- ENTRANCE HALL** (top right)
- PHONE BOX** (middle right)
- STAGE** (bottom center)
- WORKSHOP 'A'** (bottom center)
- LAWNS** (middle left)
- STANDS** (various numbered areas: 21, 25, 20A, 11, 23/24, 34, 33, 32, 31, 30, 28, 41, 42, 68, 66, 64, 57, 56, 69, 67, 65, 63, 58, 55, 61, 60, 59, 73, 70, 72, 71, 77, 78, 79)
- STREET MAP** (bottom right) showing the location relative to HOLLAND PARK AVENUE, KENSINGTON HIGH STREET, and KENSINGTON RAILWAY STATION.

Exhibitors List:

40 Adana Printing Machines Ltd	23/24 Free Materials Ltd	19 Edward Patterson Associates Ltd
69 Ademco Ltd	88 Feedback Instrum Ltd	37 Prodimax Ltd
74/75 E J Arnold & Son Ltd	73 Filmstrip Product Ltd	52 Promands Ltd
10 Audio Learning Ltd	47 G P Systems Co Ltd	51 Pye TVT Ltd
61 Audio Visual Productions Ltd	33 Francis Gregory Ltd	26 R J Educational Supplies Co Ltd
59 Hugh Baddeley Productions Ltd	2 ICETT	70 The Schools Council
32 Bell & Howell Ltd	16/17 ITL Vufols Ltd	71 S D Systems Ltd
12 Benn Publications Ltd	50 The Industrial Soc	9 Specialist Audio Visual Ltd
49 F.W.O. Bauch Ltd	72 Kendata Peripherals	68 See and Learn Ad
18 C Z Scientific Instruments Ltd	31 Lawtons Ltd	66/67 Staedler UK Ltd
6 Central Film Library (CFL)	36 Lee Enterprise Ltd	78/79 Swan Stablo Ltd
76 Church & School Equipment News	30 Ludlow Industries	39 Sussex Publications Ltd
7 Coomber Electronic Equipment Ltd	25 Magiboards Ltd	62/65 Tandberg UK Ltd
42 D R H Screens Ltd	11 Management Gaps Ltd	8 The Times Educational Supplement
27 Doryvale Ltd	54/55 Markerboard Sup Ltd	56 Training
1 EFVA	77 Neilson-Hordell Ltd	48 The Training Officer
44 Edric Audio Visual Ltd	22 O E M Reprographics	60 Tutor Tapes Ltd
46 Educational Productions Ltd	1 Pollock Audio Vis	3 Unicol Engineering
45 Electroni-Kit Ltd	34 Pelco Electronics	5 M H Whittaker & Son Ltd
29 Elite Optics Ltd	20 Parsonage Electronics Ltd	57/58 Wilson & Garden Ltd
41 Eothen Films Ltd	15 Pegasus Films	21 Diana Wyllie Ltd

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Continued from page 21

percent to 95 per cent. The student participants found the medium acceptable and many were even more enthusiastic finding it easy to use, enjoyable and expressing the wish to use the method again. The use of colour in text and diagrams was a contributory factor to these favourable reactions. Prestel was seen as being more interactive and personal.

Its costs were found to be broadly in line with printed media from the point of view of both publisher and user. PIRA is continuing its work in this field by extending the evaluation to more complicated subject matter.

As it is, Prestel incorporates a classic "tree structured" routing system as an ideal medium for programmed learning and it is capable of being accessed anywhere—in the classroom, factory or at home—and on a basic Prestel set.

It is in the field of Computer Aided Learning (CAL) that Prestel's role in education may come into the foreground. It has been estimated that nearly one-third of Britain's schools and colleges have use of a microcomputer. The programs known as software, which run these computers are largely being written locally in isolation by teachers for their own machines. Knowledge of programs and data already compiled, documented and available from other sources is largely unknown so that development of many of the popular applications and subjects is being duplicated many times.

Prestel provides the solution to this problem. Many of the microcomputers supplied to schools and colleges are already Prestel compatible and are capable of being linked up to the telephone system and hence can be developed into being registered Prestel sets. The user can then call up Prestel and access a library of available software and data.

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Prestel can thus be disconnected and the user required to use the CAL program in the normal way. Prestel frames. Advantages of using Prestel in this way are that accounting is performed automatically—the cost of the package being credited to the information provider and debited to the user. Response frames can also be used to obtain documentation.

Considerable advances have been achieved in this field by organizations such as the Hatfield based Advisory Unit for Computer Based Education which point to Prestel being the first mass example of CAL whose implications for education in the age of the micro-chip are both far-reaching and challenging.

Intelligent machines

Barry Blakeley surveys electronic learning aids

Hand-held calculators have been with us for some years and affected mathematics and science teaching and examinations. But another area of microelectronics has been developed recently which, judging by its latest offerings, gives us an even more significant glimpse into education's technology-based future. I refer to "electronic learning aids" to use Texas Instruments' phrase.

Among the first of the aids was the Digtutor Skillmaster sold by E. J. Arnold. The Digtutor is still with us, its price now down from about £150 in 1975 to about £120. It has an unmistakable space image, looking like a spherical space module standing on three chromium-plated legs.

The aim of the device, and indeed most of these learning aids, is to make the practice of basic skills more attractive. The Digtutor has four kinds of activity, during each of which the pupil is required to enter, using a simple numeric keyboard, the answer to an arithmetic operation such as $8 \times 3 =$ or $24 \div 6 =$.

A correct response is greeted with a small green smiling face on the operating panel and an incorrect response brings forth a red, frowning face.

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The pattern of the "contents" is fairly common to most of these devices, with the later machines adding extra diversions. I think it must be said that the Digtutor is showing its age a little, both in terms of value for money and in such touches as the G key being so marked rather than GO.

Arnold's other venture into this market, the Plustron, has rather more going for it at £16. It is standard calculator size (rather than credit card size) and in fact acts as a simple calculator with a maximum of two digits in each number (and up to four in the result). It has the added feature of building up the display of the question as it is keyed in, so the pupil eventually sees something like " $28 \times 43 = 1204$ " in the display, having keyed in "28

In further uses the pupil can select tests of ten arithmetic questions using single digit numbers, the possibility of two digit numbers and, finally, multiplication tables in order (8 by 8 by 1, ...). Wrong answers are not displayed but EE is shown and the pupil given a second attempt. A second wrong answer again gives EE followed by the correct result. The score is presented in a flashing display, first time, number correct second time, in the format 10 : 8 : 2. Pressing the T key displays the number of ten-question sequences attempted and the number of first time correct answers.

Texas Instruments' Little Professor, like the Plustron, is calculator size and is designed with a cartoon face in which are set the keys. It now sells at about £12 in a box with cards and A4 size boards for various games.

Texas is obviously conscious of the parent market, with its suggestions for parent/child activity in the instruction cards. Basically, the Little Professor will present ten arithmetic questions in any one of four levels using any one of the four operations (level 1, $2+0=$, $8-3=$). The non-numeric keys are labelled ON, OFF, SELECT, LEVEL, GO, +, -, \times , \div . The accompanying cards present seven activities or games based on the above sequence. They are intended to be used at an appropriate reading level, with pupils, interestingly, one card involves the matching of conventional numerals with calculator display numerals.

The games included are often for two or more players and aim to familiarize pupils with numbers and calculations. Pupils play coin up dot, to make pictures, code messages, colour numeral shapes and such like. The cards are glossy presented in bright colours and some are re-usable.

Texas followed up the Little Professor with Dataman. This calculator decked out in a robot style case has an instruction book in the form of Dataman's adventures and the whole thing comes complete with an iron-on decal (for T-shirt or satchel) at about £18. The idea of arithmetic drill and practice has been extended to include a viable timing device in the display and correct answers and top scores are rewarded by moving, flashing displays.

The lowest level activity presents the pupil with sequential multiplication facts (1×5 , 2×5 , 3×5 , ...) for any of the nine tables selected by entering the required digit. The next level presents random number facts (choose +, -, \times , \div or MIX), one question appearing each time the pupil presses the G key. For the further levels the teacher can select a time allowance (0 to 5 seconds) for each question and then automatic presentation of each question as the time limit is reached. At the end of each set of ten questions the Digtutor tells the pupil his or her total score and the total time taken.

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played. Force Out is a game for two or more people who, in turn, subtract a number (from 0 to 9) from the display, with the lower being the person who obtains zero as the answer. Wipe-out involves pupils entering the answer to a random question feature, passing Dataman to a neighbour, the loser is the person holding the machine when time runs out and the display flashes.

The final game requires the pupil to guess a mystery number which is somewhere in the range displayed, for example 91 100. Entering a guess, say 50, produces a reduced range with the guess at one end, say 50 100. When the mystery number is found the number of guesses taken is displayed before the usual congratulatory flashes. One interesting feature of this machine is that the teacher, or parent, or neighbouring pupil can place test questions in Dataman's memory and these are then presented instead of a random selection.

So much for arithmetic machines. We also have machines using letters, from Texas Instruments at £26, also accompanying book contains 264 pictures and the pupil is given a number in the display. He or she is required to spell the name of the object in the picture, followed by the ENTER key. A wrong spelling produces WRONG in the display, with a second attempt allowed before the correct spelling is given; the correct spelling produces the number for the next picture. There are three levels of difficulty with words ranging from "knot" and "gum" (level 1) to "volcano" and "osirich" (level 3). The score (with an appropriate number of stars) is presented every five words.

It must be said that one or two problems of translation from American English arise. The picture of a "horn" requires the response "horn", just as pickers and coopers are stoves. Pickers are hardly common in this country. There are four further activities. For younger children just the first letter of picture can be required. Missing letter games are possible, for example F _ _ _ with the answer five given as the letters; this can be extended into a "hangman" type mystery word with nine guesses allowed. Mistakes can be erased and the CLUE key provides a one-letter clue at the expense of two guesses. Scramble takes a five-letter word and rearranges the letters; your opponent then has to work out the anagram.

Perhaps the ultimate in these learning aids arrived with Speak and Spell from Texas. For some £40 you buy not just a flashing display, nor blinks, but an electronic voice synthesiser. Not surprisingly it is larger than a calculator, being about $25 \times 18 \times 3$ cm. Spell, like the other machines, commands the voice with a distinctly American accent, and as the pupil presses the keys each letter is pronounced.

The synthesised voice comments on the spelling—"That is correct" or "Wrong"—with small variations in the message. Two attempts are allowed before voice and display together give the correct spelling. The score is announced and shown after ten spellings. For the most part the voice is clear and a REPEAT key is provided if the user wants to hear the word again, but even so one or two pronunciations had me guessing a little. There are four levels of difficulty and all the 64 words in each level are listed in the instruction book.

There are, of course, other activities. The pupil can be asked to say the word shown, then the voice pronounces it. Letters can be produced (and said) at random. There is a procedure word game and a coding mystery words (which decodes also). Further modules which can be fitted into the back of the machine with different words are being developed. I understand also that an English voice may be available in some future model.

That completes the present list of learning aids as so described by the manufacturers, but there are other devices which will have an impact on education. Texas Instruments' LETTERlogic is a

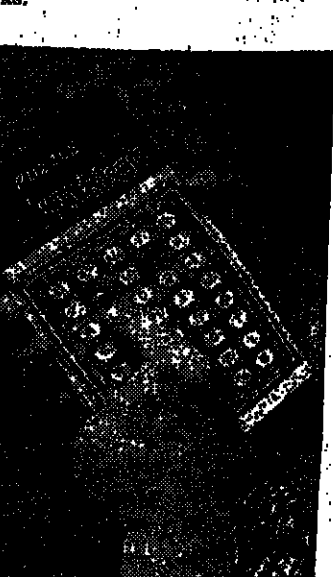


Speak and Spell

as a game, but could certainly be used in a school, with its mystery word (three levels of difficulty) "letter" (enter your own mystery word and challenge your friends) and "crazy letters" which challenges you to repeat sequences of letters of increasing length. It costs about £26.

Lexicon, a language translator, appeared more than 12 months ago, price £160. Spell out an English word using the keyboard and the machine displays the equivalent in French, Spanish, German or Italian. Phrases can be built up and recalled. Texas have produced a language translator which pronounces words and phrases. It costs about £95 with one plug-in module (there are four available—Spanish, French, German, English). Phrases, over 1,000 simple expressions can be translated. You can build your own vocabulary and can be set drills on pronunciation and translation.

What next? one might ask. But the first question should really be "So what?" How far can and how far should such devices be used in schools? Undoubtedly these machines can motivate children for longer or shorter periods of time. They provide practice of a basic kind without making demands on the teacher's time, thus releasing the teacher for other, higher level tasks.



LETTERlogic

Each of these machines is useful in some situations with some pupils. Remedial teachers have already made use of some of them, as have teachers of children in hospital. There is, however, a further and more far-reaching implication. These machines herald the coming of a society which will have simpler, faster and more accurate methods of retrieving information. Teachers must consider the advantages that accrue and the changes in teaching strategy which must follow.

Prestel, Ceefax and Oracle are already being used in schools, both primary and secondary, in experiments for determining the possible uses and effects of large information sources and exchange systems. The retrieval and exchange of similar devices here described but similar technology in the hands of the mass in the street. Perhaps that repeatedly lightning-struck position is about to be replaced by "I am sure but I cannot hear your translation machine".

Compensations abroad?

Sarah Segre on the problems facing educational equipment exporters

British exporters are facing increasing challenges in the world markets when it comes to supplying educational software and hardware. New areas are being developed—China, the oil rich Arab States and the Far East. Success seems to lie in non-culture bound material and the technical and industrial training areas rather than the primary and secondary levels of education.

But there are problems looming. Like Britain, Canada, the United States and parts of Europe are cutting back on education. People are getting more particular about what they buy, wanting to see material in advance rather than relying on catalogue descriptions. There has also been a distinct lack of British success recently with orders acquired under World Bank loans.

As Mr John Savage, director and secretary of the British Educational Association explained: "Other countries seem to be able to draw one package or quite together, in answer to Government bodies or Government bodies' tenders for the supply of equipment. We seem unable to do this."

Local tender

"A lot of educational equipment is primarily and secondary education tend to go out on local tender, and is then taken up by a distributor in a particular country. Only equipment, technical training and simple machine tools: exports are probably worth £150 million to £200 million a year against £250 million to £300 million in the home market," Mr Savage explained.

Britain is also facing strong competition in terms of prices from other English speaking countries, mainly because of the strength of the pound combined with our rate of inflation. Members of the Educational Publishers Council are particularly hard-hit. Exports of school textbooks in paperback and paperback have passed their peak, and there is an enormous interest," Mr Davidson said.

Not all people are as optimistic. Mr Derek Riley, managing director of Rocal Point Films, said: "Whether it is just a flash in the pan it is certainly pretty dismal. We have had no trade increase at all in some areas. I suppose up to date this year it is very similar to last year in spite of the fact that we have put out 70 new titles."

It is the smaller companies and those who have relied on the tradi-

Their latest figures show a turnover of about £25 million, with exports representing nearly 90 per cent. Philip Harris is one firm which has had considerable success with science equipment, with exports of £3.1 million last year. The Far East has been a particularly good market, especially the Philippines where a large order has just been completed. Nearer home, orders to Nigeria are beginning to look up, after being depressed for nearly three years.

Their catalogue, listing 10,000 lines, goes to all existing markets using equipment as well as new areas and tends to generate a lot of small orders. Larger orders result from representatives or agents visiting the area. "We try to saturate the market but in a lot of cases the order just goes out to tender. It is most important that an item is named on the tender," said Mr Donald Marsh, export manager.

Companies like Globe School Equipment, the hardware division of Macmillan, have found exports are not as good as expected. They have had considerable success in markets like Europe, Australia and South Africa, and even these have been hit by world-wide recession. Another factor is reduced investment in the hardware. But it is not all gloom, exports to the Middle East have increased.

In the software field Mr Fergus Davidson summed up the export situation as it has affected the newer firms which have been expanding in the past five years: "With the general economic situation and the cutbacks school sales have gone right down generally and the exports just tend to take their place. Financially we are not better off, just maintaining the same level of turnover."

Although exports represent less than 10 per cent of Fergus Davidson Associates' business, it is a very profitable side. In spite of the recession, they are doing well in Canada. Mr Davidson was over there in April to start selling educational records and cassettes and is paying another visit in August. They are also negotiating with a South African and Australian company.

"Nobody here has got any money to spend, we have to look abroad and there is an enormous interest," Mr Davidson said.

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It is the smaller companies and those who have relied on the tradi-

tional Western type of market which seem to be suffering most at present, although Australia does seem to be holding up. Those who have expanded into new markets, such as the Gulf States and Middle East, have found money is being spent but greater attention is paid to the content of the material.

Audio Visual Productions director, Mr Robin Drewett, said: "The type of publications are the ones which are not British orientated, science, history of art on a world basis, in fact non-culture bound stuff." This material has been good for the Arab countries, Malaysia, Singapore and Hongkong. But there has been an exception—material on Victorian London has been a good seller in Indonesia.

Other markets which have been good are Germany, where Audio Visual Productions have their own company, Australia and Southern Ireland. "All our growth comes from the export market, maybe even 50 per cent of our turnover," Mr Drewett said.

Guild Sound and Vision is another business which relies heavily on the export side, with as much as 60 per cent coming from the commercial sales. Mr John Dent, director of the integrated learning systems division explained: "We are selling throughout Europe, very heavily in the Middle East, and very heavily in Western Africa, generally through main bodies like the World Health Organisation and UNESCO, as well as World Bank projects."

They also have a rental library in Hong Kong, Australia and New Zealand, and agents and representatives in the field. "One of the advantages is that we cover management industrial training and apprenticeship training, as well as the academic field," said Mr Dent.

Middle East

Certainly as far as the Middle East Arab countries are concerned material goes to the universities rather than the schools, where Islamic law is strictly adhered to. Mr Dent has also found there has been a change in the way in which sales are achieved. "Where we used to sell to audio-visual departments decisions are now being taken by the academic department. We need to know what courses departments are actually doing." Representatives in the field are having to show the actual materials rather than relying on selling through the catalogue.

Continued on next page

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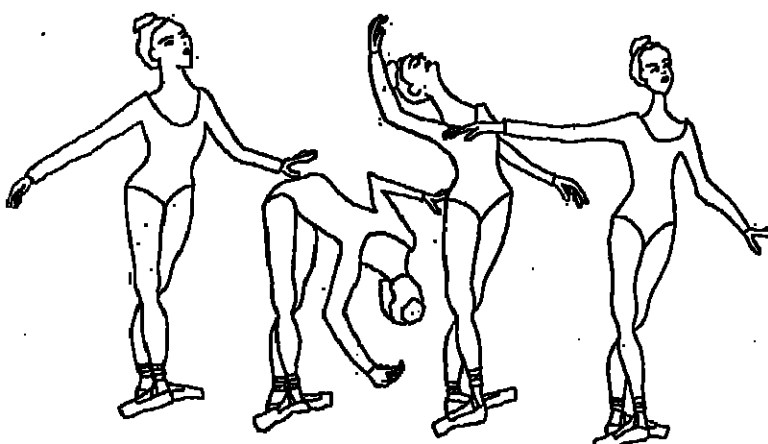
Rosemary Hartill

A Young Person's Guide to the Ballet. By Craig Dodd. Macdonald £4.95. 354 04990.
The Kay Ambrose Ballet Companion. Edited by Joan Lawson. Heinemann £8.50. 435 18780. £4.50. 435 18781. 3.
Samantha on Stage. By Susan Clement Farrar. Julia MacRae Books £4.25. 86203 005 6.

The most witty and individual of this new class of ballet books is the Kay Ambrose Ballet Companion, a gem of a guide to the technical vocabulary of the classical ballet. Joan Lawson has resurrected it from two books by Kay Ambrose, published over 30 years ago.

Ballet books all too often descend either into sentimentality or deadly seriousness—the guide slips into either. It ranges from correct and detailed descriptions of the basic movements of the classical dance to illuminating explanations of concepts like line and musicality. Take this passage, for instance, on how a truly musical dancer "plays with time": "It is these departures from regularity—slight anticipations of the beat, infinitesimal lingers after it—that provide us with a feeling of excitement and satisfaction. We sense that his body is making the musical rhythms spring to visible life, that he has exchanged his very heartbeat for the pulsation of the music. ... He is incapable of offending our sense of time, but never tires of pretending he is about to do so; hence the excitement."

Concise, robust, forthright and wise, this book is illustrated throughout by a series of rather odd-looking, but extremely clear and effective, black-and-white drawings.



From Illustrated Ballet Dictionary by Evan Jaffe, illustrated by Phyllis Lerner (A. and C. Black, £3.25).

Craig Dodd's book *A Young Person's Guide to the Ballet* is much better than its dual series title would suggest. It covers the usual ground of the history of the ballet, the history of how a ballet is made and produced, and introductions to the plot and background of the major ballets. There is a handy glossary of technical words, and a ballet time chart. An interview with Lynn Seymour describes the life of a ballerina (coping with the shopping as well as the balancing ...), and there is a rather less illuminating interview with George de la Pena, the young American dancer chosen to play the lead role in the film about Nijinsky's life.

Three things are special about this introduction to the ballet: the author's evident enjoyment and knowledge, the intelligent selection of material, and the superb choice of photographs which concentrate not on gala-night glamorous poses, but on evoking mood and intimacy and displaying line and movement. There is, for instance, a wonderfully direct and intimate photograph of a ballerina sitting hunched-up on a classroom bench talking to her pupil, Maximova, during a break in rehearsal at the Bolshoi theatre. The photograph makes you long to overhear what they are saying.

Beginners please

David Self

Exploring Theatre and Education. Edited by Ken Robinson. Heinemann £8.50. 435 18780. £4.50. 435 18781. 3.

Ever since educational drama won its place in the curriculum, people have been worrying over its relationship with theatre. Both are apparently forms of dramatic activity yet their aims and values are often different, even contradictory. One sensible way of differentiating and reconciling the two activities (especially for the uninitiated) is to say that educational drama exists for the sake of those involved whereas theatre exists to communicate to an audience. Theatre, just as much as educational drama, can involve "the negotiation of meaning" (the Schools Council Project's description of educational drama). Equally, those involved in educational drama are aware of an audience, be it the teachers, their fellow-participants or a CSE moderator.

In 1978, a conference called "Theatre-Education: an exploration" was held at the Riverside Studios in London to explore the relationship between "theatre" and "education" prompted in part by the lack of contact between those involved in professional theatre and drama teachers. *Exploring Theatre and Education* is half the written record of that conference and half a collection of essays on related topics. Three practitioners gave demonstration lessons: Dorothy Heathcote with a fourth-year class from a local comprehensive school, Gavin Bolton with a first-year class from the same school and William Gaskill with a group of professional actors. Annotated accounts of these sessions form the first half of the book.

These reports make fascinating reading and leave one agonising over what on earth was the reaction of the pupils and actors. Surely their thoughts are as relevant as the jargon-bound theories of the session leaders? And what did the conference members make of it all? Some reaction films, through, especially in an account of a final session in which Dorothy Heathcote worked with the same session which (from this published account) sounds as if it was spectacularly unproductive. Despite the parties' many comments on the aim of the session, this part of the book is especially for William Gaskill's comments on his rehearsal method. Dame Edith Evans to improve his point that the aim of the session is sometimes simply to get the actors on the stage before the session arrives. Equally valuable is Gavin Bolton's daydream of "the drama lesson—something to be treasured and lived through by the pupils, something to be universal from the perspective of the theatre playwright, and the particular of the school."

Gerald Chapman contributes a somewhat disconnected but interesting account of the work of Young People's Theatre Society, London's Royal Court; and Ken Robinson of the Schools Council Drama Project and editor of the book. The second half of the book contains Nicholas Wright, the playwright and director, warning teachers on the dangers of substituting creative drama for drama, and a collection of essays on related topics. The first half of the book is a collection of essays on related topics. The first half of the book is a collection of essays on related topics.

Alchemical dance

Vita Milne

In the second edition of *A Handbook for Dance in Education*, (Macdonald & Evans £3.50) Vita Milne Preston-Dunlop takes a new theme built on the principles formulated by the late Rudolf Laban and painstakingly takes the reader through their progressions and development to a high standard of technique. For those who are already well versed with Laban's work there is here a reminder, a refresher, and an encouragement to aspire to the best in dance as an art form. While intent on analysing every derivative movement from each dance she continually weaves "the sensory teaching" of the "vitality of feeling, the indulgence of self-expression in the freedom of movement and the wide gap which lies between personal theory, recreation and art. She poses some recurring problems. When does movement become dance? or behaviour patterns become aesthetic embodiment patterns? This emphasis on the cognitive and symbolic aims of dance coupled with her uncompromising attitude to the teaching of dance could be alienating and forbidding to the potential teacher or student. This was surely never the intention of Laban who sought enrichment for all those who wished to share in the experience of modern educational dance.

No such barriers exist in *Dance in Schools* by Sue Heste and Mica Rucker. (Heinemann £2.95) who offer practical, enthusiastic advice to all those who show an interest in dance; urging them to attempt, experience and enjoy "the chemistry" of dance and return to Laban's original concept: "the instinctive exclamation of feeling". Here enjoyment is the key factor and the teacher's role as a guide in helping

pupils to dance "in the way they want to". Teaching dance in schools is still a rare and far from easy task, any book which gives a teacher confidence to introduce pupils to its creative possibilities is of real value. But is this book complete enough? Some of Laban's principles are introduced, including basic levels in space, and recognition of time, weight and flow but these are at a simplified level and not sufficiently explored to help the uninitiated. A welcome, non-threatening book for beginners but the teacher will find other supporting books in order to make the best use of it. Such a book is the fourth edition of *The Mastery of Movement* by Rudolf Laban (Macdonald & Evans £3.50). Laban's work and his marginal annotations, appropriate to his time, are an appendix elucidating still further the structure of effort make this book the ultimate guide for teachers and students of modern educational dance. But it is much more than that. Laban's thoughts on dramatic movement and dance convey to the reader the original freshness of his concept and inspiration of his "Mastery of Movement" is not just an analytical physical experience but is concerned with the whole man, his intellect, his emotions and his spiritual response. He delves deeply into the intrinsic motivations of man as he endeavours to communicate moments and experiences which lie beyond words, and finds there: the roots of mime and the essence of dance. No one, whether student or teacher of dance or drama, should be without this book.

his even more Russian followers. Mr Brockway follows Eshkol-Nir's posthumous *Laban's Movement* edited by Christopher Hill (1981) closely and never strays from its interpretation although there are three other respectable competitors. Factual errors and simple bias about a book more for the faithful than for the student. Carl Sleyth

Howzat

Village Cricket. By Gerald Howat. Caribbean Cricketers. By Clayton Goodwin. Harrop £8.50.
Better Cricket for Boys. By M. J. K. Smith. Keyes and Ward, £3.50

It is a far cry from the English village green to the sunny Caribbean. Cricketers. By Clayton Goodwin. Harrop £8.50. Better Cricket for Boys. By M. J. K. Smith. Keyes and Ward, £3.50.

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Children's literature

Cats in the cantonments

Where the Forest and the Garden Meet. By Robin Lloyd Jones. Keats £3.95. 7228 564 1.
The Light of Day. By Othmar Frans Collis £3.95. 00 1849281 0.

When asked if he was going to join some of his teachers in marching down the Walworth Road to support the TUC's Day of Action a Brixton boy replied, "What, me go all the way down the bloody Walworth Road?"

It has been said that children's horizons and interests are parochial, but many teachers will know that this is not necessarily the case, and that children may be interested in what is far from their own world. What really determines whether a story holds a child's interest is not his familiarity with the setting, but rather his recognition of the dynamics of the story's characters.

Where the Forest and the Garden Meet is a cat's-eye view of the fading days of the British Raj. Timmu, a native cat, adopts the Skinner family and befriends their own magnificent Siamese cat appropriately enough called Cleopatra. Timmu is a stickler for trouble, especially upsetting the family, especially Major Skinner, who continually banishes him from house and compound. He is gradually indoctrinated, spawning his own Anglo-Indian family with Cleopatra.

readers, not able to appreciate social satire, may take this as their model of India.

The Light of Day is a story of a developing world. The heroine Lou the reader brought into contact with the village community. Lou is honest, account of her drama, her fierce conflict with her bourgeois parents and grandmother in the city.

On arrival she is given a range of responsibilities, tackled during her two-year stay. She is realistic enough to accept her limitations and to achieve the impossible. She organizes, and inspires the work of a school, improves methods, introduces new elements into house, revolutionizes the school, and for some basic medical work. She is a radical, she wins the hearts of the Third World, she is a workaholic, she is a slow learner, she is a slow learner, she is a slow learner.

Through the cat's wanderings the reader is plunged into and out of the world of the cat. The cat's-eye view of the fading days of the British Raj. Timmu, a native cat, adopts the Skinner family and befriends their own magnificent Siamese cat appropriately enough called Cleopatra.

Making light work of computers

Pat Harper explains how two senior pupils designed a microcomputer-operated lighting console

These prophets in government and industry alike who predict a final gloom for the British economy unless schools get to grips with the microchip revolution can glean considerable comfort from the achievements of two sixth-formers at the Royal Grammar School, Newcastle.

With a technocratic spirit that would make even Finnis proud, Graeme Harker and Anthony McKay have developed a computer-controlled lighting system which has already attracted considerable commercial interest.

Graeme and Anthony, both 17, have already won the BBC's Young Scientist of the Year Award, as well as a £500 special prize in the British Microprocessor Competition, with an ambitious system using a standard home microcomputer to control the school's stage lighting.

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There is a master override and an override for each channel, if the operator prefers to create special effects manually. The lights' output is monitored in histogram form on the computer's VDU.

Graeme and Anthony are justifiably proud of their system, which BBC's panel of judges said showed "economy and elegance" in its use of computer technology to control stage lighting. Their system also impressed lighting technicians at the BBC's Pebble Mill studios in Birmingham. As Anthony recalls: "Pebble Mill's set-up lacked any sort of wired system. They can't do that's about it."

The lighting console alone was a project in industrial design and electronics. Graeme making both body and internal electronics. As a school computing project, their scheme was fairly unusual in involving real-time control of the use of microprocessor technology to control a process over a period of time, rather than computational computing, where the computer is used simply to answer questions. This meant that to control the stage lighting, the computer had to fade lights up or down according to the pace of the acting.

This requirement caused problems when the boys discovered that BASIC, as a high-level computer language, was much too slow to program the fading of the lights. Understood, Anthony undertook the tedious task of programming the computer directly. In "machine code", the sequence of binary digits by means of which a computer "thinks". Working in machine code, the computer now controls the lighting hundreds of times faster than BASIC would allow.

Most teachers, and for that matter, pupils, are quite happy to stick to BASIC. Remarkably enough, Graeme and Anthony's knowledge of computing and electronics is largely self-taught. When the project began, the RGS ran no computer studies classes, although it plans to start formal teaching for a level 1 in the next term. Neither of the two teachers involved



One-off special effects

had any knowledge of computers. Crucially though, the RGS, one of the direct grant schools which went independent to escape the last Labour Government's legislation on comprehensives, has the resources to foster the boys' own initiatives. Shortly after Graeme and Anthony began working together, the school bought its first Pet microcomputer for 10 years previously the computer society had been able to use the computers of Newcastle University and several local firms. In the year since then, the school has acquired a larger 32K computer, plus two more 8K Pets on loan from old boys, and plans to buy three more to replace these by next October. With such facilities, the school can allow any boy access to a computer once he has proved able to write a simple program.

The project started modestly enough as an attempt to control an array of light dimmers from a computer. Only later did the boys realise the system could be applied to a stage lighting set-up. It was a question of doing something and then finding something we could apply it to, says Graeme.

Despite their success, and the importance they reveal at the computer, the boys are confident will be superior to existing commercial microprocessor-controlled lighting systems. Living in a city like Newcastle, the boys are unusually aware that their system would create unemployment if generally adopted. Graeme apologises: "Well, it's inevitable though really, I mean it frees other people to do what they want to do instead of what they don't want. Ultimate liberalism."

Increasing requests from schools for guidance has led the Inland Waterways Association to produce a leaflet entitled *Studying Canals*. It outlines the story of our inland waterways, describes the way in which they can be seen and suggests many topics for study by individuals and groups. It also lists sources of information with addresses.

The leaflet is available free to teachers and lecturers who send a large stamped addressed envelope. The Inland Waterways Association (Study Leaflets), 114 Regent's Park Road, London NW1 8UQ.

resources

Musical mechanics

by Andrew Pegg

Pick-a-Rhythm Purnimo Publications, Redan House, Redan Place, London, W2.
Keyboard Knowledge Kit Katherine McNaught, 136 Gifford Road, Lighwater, Surrey GU18 5RW. £4.99.

Two examples of visual aids for music teachers show how easy it is to become enmeshed in the mechanics of so-called music theory. To be fair, though, *Pick-a-Rhythm* and the *Keyboard Knowledge Kit* were conceived by working teachers with the best of intentions as means to an end, so one can only hope they will not go the way of most other "aids to learning" and become ends in themselves.

Pick-a-Rhythm is basically just a pack of 24 flash cards with notes printed on one side and their equivalent rests on the other—minims, crotchets, quavers and semiquavers only, with purple heads. Quavers and semiquavers are printed with straight tails so that they can be placed together in properly connected groups. There are no dotted notes, nor suggestions for games based on anything other than divisions of two—not a major omission, since it would be possible in any case, but perhaps an unnecessary reinforcement of the old misconception that double time is more natural than triple, and that a crotchet has an absolute value.

The pack comes with suggestions for the use of the cards in the classroom. The cards themselves are large enough to be easily seen by a whole class, or handled successfully by small children. What a pity though that the designers did not think more deeply about the real problem of teaching rhythm notation: how to establish the relationship between sound and symbol in the first place. It would have been so easy to cut the card proportionately to the length of each note, thus establishing at the outset an all-important quantitative link between the sound and the sign.

The *Keyboard Knowledge Kit* is an altogether more ambitious effort, encompassing no less than the configurations of every major and harmonic minor scale, their associated key signatures, primary triads and fingerings for both right and left hands of both. Seven long cards designed to be placed behind the piano keyboard. The price for having the contents of the relevant Associated Board tome reduced to a few feet of coloured card is paid in coping with a 13 page instruction manual, the contents of which might give even a practised student of VAT regulations a few nasty moments.

If self-help is the object of the exercise, the piano teacher will have to take some of the drudgery out of teaching scales, though rather older, and somewhat more widely known, invention called notation could probably cope with this task just as well. The danger is that a self-help system such as this will be put to rest on the shelves of the piano teacher, effectively discouraging him from making any effort at introducing the scales through memorisation, on the other hand, the discovery of the inherent in the process, but since the piano teacher is not a musician, he will not be able to show how others want to find out for themselves. The real answer of course would be to teach scales of scales, but this is the concept of real music.

The Central Film Library has issued its 1980/81 catalogue, listing over 1,200 titles on 16mm film, videotape and tape. The catalogue lists titles in English, French, German, Italian, Spanish, and other languages. It also lists titles for industry, management and public service, films for education and films of general interest.

Nearly 200 new titles are listed and every entry has a detailed synopsis.

Copies are available from the Central Film Library, Drayton Avenue, Acton, London W3 7JB. The price (which includes postage, packing and regular supplements) is £1.50.

The third edition of the *Teachers' Resource Guide* is now available from the Royal Anthropological Institute. It has 74 pages, and includes sections on anthropology, education, anthropology, resources for the classroom and a bibliography. It costs £4.95, plus postage. The Institute (there is a 25 per cent discount for RAI Fellows and members).

The Royal Anthropological Institute, 21, Bedford Square, London WC1R 4EJ.

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media

International following

Brian Hill reviews 'the most ambitious language course ever produced in Europe'

The most ambitious, complex and expensive language teaching course ever to have been produced in Europe is half way through its two-year cycle. *Follow-me* is a multi-media English series produced by a consortium of West German television stations, the BBC, the Volkshochschulverband and Longman/Langenscheidt.

Intended for audiences in Germany, it has been sold to many countries around the world. This type of international co-production is likely to become a feature of future television series for British viewers, and it is worth considering how successful the first year has been.

One obvious achievement is that millions of people throughout Germany know about the course. *Follow-me* car stickers, posters, bookshop displays and coasters are in evidence throughout the country. Some three and a half million people watch the broadcasts, and the sale of books is approaching the half million mark.

Follow-me has provoked changes in teaching and learning styles, and has generated tremendous enthusiasm for language learning. Teachers from the regions were selected and trained to use radio and television in the Volkshochschulen. As the course developed, they became increasingly involved in the point of producing and distributing their own alternative teachers' notes and viewing guides.

In Britain it is extremely difficult to get hold of video copies of television programmes, but in Germany

the whole set of programmes are available to teachers for the basic cost of the cassette. Teachers have been able to use the extremely generous work training schemes which operate in Germany to get their students on linked intensive courses in Britain.

Follow-me has been carefully based on key language activities and communication skills associated with the Council of Europe's 'Waystage' recommendations. A spiral construction ensures reinforcement with themes such as 'expressing like and dislike' being picked up and expanded every 11 lessons.

The achievement test administered at the half-way stage is particularly interesting. Tests like this have been used in Britain for years. Here, however, home learners are asked to attend an examination centre, where they are confronted with tasks which some find disconcerting.

Although the quality and the reliability of the German test exercises is disappointing compared with ours, the test strategy might well have some lessons for us. *Follow-me* learners are sent test sheets which they complete at home, partly in conjunction with a special television programme which viewers watch, filling in their answer sheet as they go. The results are then computer marked by the VHS in Frankfurt.

There are, however, one or two problems with *Follow-me*. Experience in Britain has underlined the

special role which radio has to play in reinforcing the points introduced on television, but in *Follow-me* the radio programmes seem to have the status of an optional extra, treated with some disdain by those involved in the more glamorous world of television.

The television programmes themselves present a highly mischievous view of Britain and the British. In order to establish a superficially attractive, Pythonesque style, any pretence of capturing the feeling of contact with real Britons going about their everyday life has been dropped. In its place, viewers are treated to a diet of relentless sarcasm and wit over 60 programmes, becomes very tiresome.

A further problem is that little account has been taken of adults' abilities to analyse and to bring a critical approach to their learning. The inevitable knotty problems in understanding and using a language are sometimes skated over in a dubious attempt to keep the show moving.

Follow-me is a significant milestone in the production of internationally usable materials for language learning. In many ways, particularly with regard to the service provided for teachers in the classroom, it has developed very satisfactory new systems. In their linguistic analysis, the authors have provided a blue-print for further series at this level, but in the vital area of using the broadcast media effectively many opportunities have been lost.

Nostalgia for the young

by Roy Blatchford

Frank Muir: On Children
Yorkshire television

Television programmes involving children's literature fall into two camps: the weekly serialisation, as with the recently screened *The Latchkey Kids* from Eric Allen's novel, or those like Yorkshire's *Book Tower*, which aims to keep children and parents abreast of new fiction.

Occupying a Sunday tea-time slot *Frank Muir: On Children* has been neither one nor the other. It must have been intended for families to gather round the television and share in the collection of dramatic literary quotes, anecdotes and recollections about children and childhood. One applauds producer Joy Whithy's idea, but not its realisation. The series adds up to an amusements cast of literary gobs, probably familiar to bookish parents but outside the knowledge of young readers.

Its one advantage is Frank Muir. Perched amidst a haphazard mountain of books, his studio presentation is genial and witty. Character actors Jonathan Cecil, David Troughton and Christine McKenna put on short trousers and, together with a friendly gang of Leeds schoolchildren, play out the lines of our nursery heritage.

Apparently 2,500 books made up the set. Sources from the fifth to the twentieth century have been used to show what children have said and done in fiction. 'The Little Devils' stretched predictably from the cautionary *Fanny Hill* and Jane Austen's warning 'the comfort of little children—dirt and litter' to the invention of Lewis Carroll, Edward Lear, Samuel Butler and Ogden Nash.

Programme two's 'Little Angels' (storybooks, as Frank Muir pointedly observed, always spawn little beings) featured Little Nell, Little Dorrit and Little Lord Fauntleroy, a rare and precious gathering. More goody-goodies and child prodigies from Wordsworth, Henry James, Oscar



Wilde and Hilaire Belloc complete the scene, but did little to suggest that any of these writers ever had a job about children.

Further viewpoints on children's play, work, school and with parents received lively interpretation from the actors and children but stayed firmly with the tradition. 'School' included Mr Squarm's bontonyne, Oliver Goldsmith's boarding houses, the infant prodigy Lord Macaulay and Billy Bunter's extravagant floggings.

Dramatised extracts from *Tom and Tiddler* and *Older with Love* hinted at the possibilities of such a series might have taken. For Mr Muir's generation the subject has been a jaunty, affectionate nostalgic trip, but for today's as someone said, 'teaching a subject it doesn't want to be like forced feeding it with soup'.

Commitment and excitement

by Owen Surridge

FILMS
Engineering in School

Let's Make a Model.
Both, colour, 16mm, 28 min and 20 min respectively. Free loan from Central Film Library, Bromyard Avenue, London, W3.

There is a right and a wrong way of setting about the restoration of the esteem once enjoyed by engineers is simply exemplified by two new films intended for schools, both produced to the brief of the education section of the Department of Industry.

Hidden behind the prosaic title, *Engineering in School*, is a lively, entertaining and informative production which grasps the audience's attention for the whole of its 28-minute run. The very least, teachers and pupils will find it difficult in resisting its charm.

The secret lies in its immediacy. The film is firmly tied to the classroom workshop where young pupils and their teachers can be seen wrestling with real problems. Among the projects are two drawn directly from life: the construction of a model of a bridge and the construction of a model of a car.

In each case the commitment, frustration and excitement of the people involved is caught in the film. Sequences are short, editing is sensitive, and the commentary is relaxed and unobtrusive, much of

it coming from teachers. In commentary is presented to the audience as the pupils on the right. The one may see their way of working, the other pupils on the right. The one may see their way of working, the other pupils on the right. The one may see their way of working, the other pupils on the right.

Nowhere does the film fail. Jeff Grant of Royal Society Associates, who produced the film, says: 'The film will be both a lesson for teachers and a valuable resource for pupils.'

Alas, the other film, *Let's Make a Model*, is likely to be a disappointment. It is a boring, slow-moving production which, despite its title, does not really engage the audience's attention. The film is a lesson for teachers and a valuable resource for pupils.

Both films are available on loan from the Central Film Library, Bromyard Avenue, London, W3. Teachers' notes are available on request.

Rights and responsibilities

John Killick

New academic subjects have been juggling over themselves in recent years, all eager for a place in the sun. Among these, a handful has genuinely extended the range of the curriculum, in an attempt to cope with the mechanics of life as lived by the majority of citizens.

'Rights and Responsibilities' has earned the attention it has received at schools, colleges and adult centres. The credit for dreaming it up must lie with the BBC Radio Further Education Department. It was they who put out the first series of programmes, published by the two textbooks, and persuaded the Joint Matriculation Board to provide an optional O level assessment.

For three years the programmes were transmitted. Now that the BBC has moved out to television, the JMB has been persuaded by the success of the experiment (attested to by the high pass-rate each year) to keep the subject in its lists.

But what ground does 'Rights and Responsibilities' cover? One is tempted to say too much. It tries to pack in all those topics that seem to get left out of the conventional curriculum—and the fact that there are so many itself constitutes a major criticism of that curriculum.

So it looks at the domestic issues of social security, children in care, landlords and tenants in both private and local authority contexts. Moving out into the community, it considers parents and the education system, the role of the consumer, and the issue of planning.

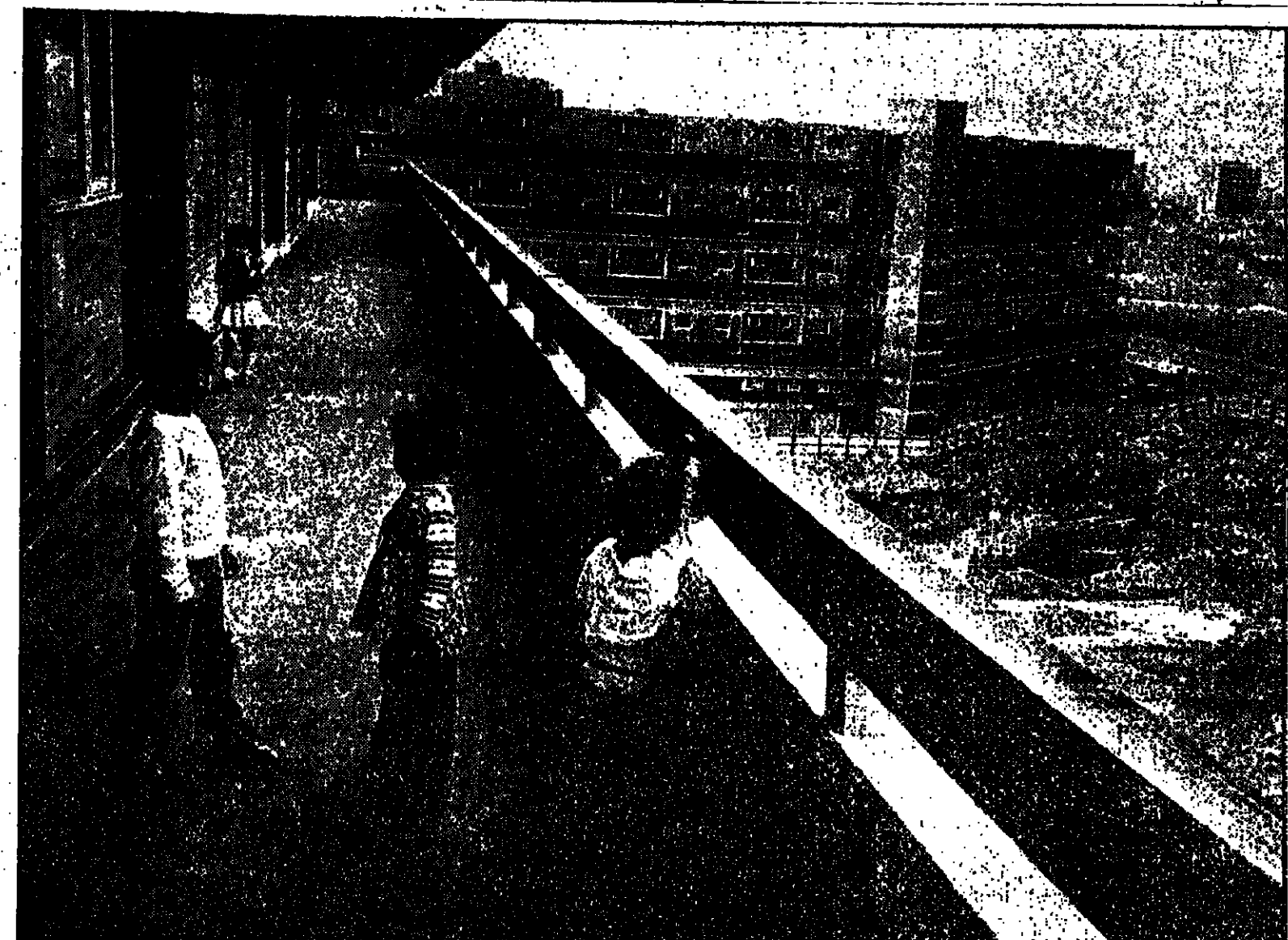
The world of work provides a lot of topics including health and safety, equal pay and opportunities for women, job tenure, unemployment and trade union action. Finally, the law occupies the outer edges of the stage, and legal aid, and the way the courts operate are considered in turn.

At all points there are opportunities for individual information-pushing, so there can be no excuse for students becoming class-bound. But it is also a great value to schools, children, and adults, an updated, expanded, much more enlightened version of what used to be known as Civics.

It also forms an important element of 'Social and Life Skills', a concept pioneered by the Manpower Services Commission, and endorsed by the Advisory Council.

That 'fits' might join the staff. Surprisingly, a regular classroom assistant might find the subject a useful topic for the teacher in conventional circumstances. Prior induction schemes in several areas have been followed by ILEA's investment in its own programme for First Teaching Appointment staff in accordance with the DES guide, *Making Induction Work* (January 1978) emphasis is placed firmly upon the school as a focus for training.

The scheme is made a practical reality by the designated member of staff or teacher-tutor for whom a pro-rata staffing allowance is made in addition to the half-day allowed for each PTA. Divisional Teachers' Centres coordinate the programme, host meetings, and provide all necessary information and guidance. A useful checklist of things you need to know, and a helpful three-part document—'Lesson preparation/observation/analysis/school appraisal' form—will which PTA and DMS together, with the local authority, will be able to use. The programme operates on three afternoons, each week, and PTAs are released on a specified day. This ensures that teachers are not overburdened by their teaching load, and that the programme is self-sustaining. The local authority, in turn, will be able to use the programme as a focus for training.



Housing is now one of the areas dealt with in the JMB 'Rights and Responsibilities' examination.

ject. But it is far more than that, treating as it does matters of vital concern to us all. It was originally intended by the BBC as especially suitable for mature students. And so it is, for it engenders confidence in adults, by offering them the opportunity to bring their varied experience of life into the classroom. But it is also of great value to schools, children, and adults, an updated, expanded, much more enlightened version of what used to be known as Civics.

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That 'fits' might join the staff. Surprisingly, a regular classroom assistant might find the subject a useful topic for the teacher in conventional circumstances. Prior induction schemes in several areas have been followed by ILEA's investment in its own programme for First Teaching Appointment staff in accordance with the DES guide, *Making Induction Work* (January 1978) emphasis is placed firmly upon the school as a focus for training.

The scheme is made a practical reality by the designated member of staff or teacher-tutor for whom a pro-rata staffing allowance is made in addition to the half-day allowed for each PTA. Divisional Teachers' Centres coordinate the programme, host meetings, and provide all necessary information and guidance. A useful checklist of things you need to know, and a helpful three-part document—'Lesson preparation/observation/analysis/school appraisal' form—will which PTA and DMS together, with the local authority, will be able to use. The programme operates on three afternoons, each week, and PTAs are released on a specified day. This ensures that teachers are not overburdened by their teaching load, and that the programme is self-sustaining. The local authority, in turn, will be able to use the programme as a focus for training.

Individual training arrangements. Such a course, reflecting the needs and wishes of the PTA's themselves, facilitates collaboration and mutual support between teachers facing similar problems and concerns, encourages discussion on common problems and general issues, and attracts valuable professional guidance from established, experienced colleagues.

The most significant finding of ILEA's questionnaire indicates wide acceptance (67 per cent) that one of the most important features of the scheme was the good opportunities for sharing experiences.

ILEA has directed major resources to its in-service provision and wisely recognises the value of authority and teachers alike, at both induction and post-induction schemes. Effective stimulus is thus being provided not only for young teachers undergoing professional development but also for experienced teachers seeking career advancement.

In spite of financial cuts in this area there is a discipline authority (attempt to maintain and improve the provision, an attempt that can only succeed with greater involvement of schools themselves. Where this has already happened, closer links between schools and teachers' centres have resulted.

the contents for informed discussions, the teacher can break down the black-and-white viewpoints, and show that issues are complex, with people making a genuine, if inevitably inadequate attempt to come to terms with them. Used flexibly and with sensitivity, 'Rights and Responsibilities' can become a tool in the process of rehabilitation of offenders.

This is a difficult subject to teach, because it is open-ended. It is also ever-changing, as new legislation comes into force, as old laws are repealed. The teacher must keep abreast of developments, and keep abreast of developments.

And, since the scope is so great, any one individual feels inadequate in the face of the syllabus. It encourages humility in the educator to know that sooner or later he will have to cope with areas which he will be compelled to recognize his ignorance.

The 'Rights and Responsibilities' tutor's expertise lies in knowing where to go for information. Otherwise he learns in the 'village of discovery' or 'village of the future'. And that is one lesson our educational system cannot learn too often.

John Killick works in the education department, HM Prison, Canterbury.

Internal ticket agency. What we also needed—for other reasons entirely—was more responsibilities for our fifth year. 'Combine the two', I thought in a traffic jam in the Shirley Road.

I tried to think of a flashy name. I went back in my office chair like a Saatchi, and began the creative process. 'Box Office' I had heard, and only 30 minutes later, I advertised for a pupil to run it—and that is where Ngalo came in.

Now whenever I think of running a trip, and what other people do, I go to Ngalo. She then advertises the trips, collects the deposits and the payments, distributes the tickets and the parents' letters. She and her small team (the chosen ones) operate every break, every term, and with small numbers, I would rather visit the same show three times with 15 pupils, than once with 45.



Gull calls in repertoire

by John Barker

FILM
Behaviour: Patterns and Survival
16 mm sound, colour 15 minutes.
Produced by Gakken Co. Japan, for the Australian Academy of Science, School Biology Programme.
Sales inquiries to Educational Media International, 25 Bolleau Road, London W5 3AL.

This film illustrates a number of experiments which were carried out on slaty-backed gulls in their natural habitat. Loudspeakers were located in the area so that the recorded calls of gulls could be played. Thus when a dead gull chick was added to the nest, and the sound of a chick played from beneath the parent brooded it and gave the 'mew' cry.

If a gull gives a warning cry, young chicks will freeze, but older ones will run to cover. If the parent meows, the chicks will return. This behaviour was further investigated using the recorder. An isolated chick was attracted to a speaker by the meowing cry. Chicks from an incubator responded as well as naturally reared chicks to the warning cry, but not to the meowing cry.

Aimed at eight to 11 year olds this is an excellent film with a serious message for older children and adults. It was his brother Bert who lured Robbie over the line—'are you chicken?'—and adults who made the hole in the fence through which the deranged, Meow parent could fail to be affected and kids should identify with Robbie who, despite his angelic face, is 'a right terror', forever falling into ponds and getting stuck up trees.

The film is available in three versions to illustrate the particular hazards of different types of railway. Only the accident sequence is changed. In one Robbie is hit by a diesel train, in another he climbs too close to a high-voltage overhead power cable, and in the third he falls on a conductor rail. The result of much research and deliberate selection by a steering group, *Robbie* is intended to support talks given to schools by railwaymen, but may be borrowed. Teaching notes are in preparation.

Further along the line

by Ros Hawkins

FILM
Robbie

Produced by British Transport Films for British Rail.
16mm or videocassette, 15 minutes.
Free loan from Transport, Travel and Electricity Film Library, Melbury House, Melbury Terrace, London NW1 6LP.

Few sponsored films create as much controversy as British Rail's *The Finishing Line*, made two years ago to warn children of the dangers of playing near railways. Although generally thought effective, its shock treatment approach was recognised to be counter-productive with others who, failing to recognize it as a fantasy, were actually encouraged to throw stones at passing trains or race along railway tracks.

Robbie employs neither fantasy nor horror. It is a realistic story of how Robbie, an attractive, foot-ball-crazy eight-year-old, takes a short-cut over a railway line with three other children. The inevitable

Helping learner teachers

George Varnava

George Varnava is a senior lecturer in the Department of Education, University of London.

The inadequacy of initial training is a widely felt problem. However, the reorganisation, closure and many reductions in staff have placed an increasing emphasis on the role of the learner teacher. The learner teacher is a person who has completed a three-year programme of study and is now entering the profession. The learner teacher is a person who has completed a three-year programme of study and is now entering the profession.

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Just the ticket

Graham Baldwin

Ngalo, Abingdon had been lurking, unnoticed, in the Ashburton Gold mine since September 1975. And she was a gold miner. She responded to a notice to run 'Box Office' in October 1979, and since then I have not had a moment's worry.

It all came about like this. I like running theatre trips. I think it is beneficial in so many ways, but only with small numbers. I would rather visit the same show three times with 15 pupils, than once with 45.

I think other trips are important, too—museums, galleries, camps, towns of interest, airports—you name it, children broaden their own horizons, and increase their capability of response by visiting it. My only problem was time.

In a pressurized day of ringing phones and voices, free time was at a premium. Several times I simply did not get round to selling tickets, with the consequence of several empty seats in the theatre, and a commensurate number of empty compartments in my wallet. This was clearly ridiculous.

What was needed was a regular internal ticket agency. What we also needed—for other reasons entirely—was more responsibilities for our fifth year. 'Combine the two', I thought in a traffic jam in the Shirley Road.

Graham Baldwin is head of English and Drama, Ashburton High School, Brighton.

Secondary Vacancies

The authority would be pleased to receive applications now from teachers who are already qualified for Scale 1 posts in the following subjects:

Business Studies (including office skills)
Chemistry
Design & Technology
French
Home Economics/Textiles
Mathematics
Physics

Posts in the Authority's teaching service carry an Inner London Allowance of £208 p.a. in addition to the Burnham Salary.

The appropriate application form may be obtained from the Education Officer (TS2), Inner London Education Authority, Room 67, Main Building, The County Hall, London SE1 7PB and you are very welcome to telephone 01-633 2101 for further details. Please state in whether you are seeking a first teaching appointment.

WEST GLAMORGAN County Council

Teaching Vacancies

Applications are invited from suitably qualified teachers for the following posts in the Authority's service, to come into effect in September, 1980, unless otherwise stated.

CENTRAL OFFICE APPOINTMENTS

Director of Education, Princess House, Princess Way, Swansea.

A. PERMYTIC BRASS INSTRUMENTAL MUSIC TEACHER is required to teach in West Glamorgan Secondary Schools. A trombone specialist would be preferred. This is a Scale 2 post for qualified teachers. Probationary teachers will be considered on a temporary basis. The post is located in the Central Office, Princess Way, Swansea. The post is a full-time post. The closing date for applications is 14th August 1980. The closing time is 4.30 p.m.

GORSEINON DISTRICT APPOINTMENTS

District Education Officer, Gorseinon District Education Office, 17 Elm, Princess Street, Gorseinon, Swansea. **PERMYTIC COMPREHENSIVE SCHOOL, Pontardawe** (Swansea, Glamorgan) (Mixed) (11-16 on roll) (Age range 11-15 years).

A teacher of ART and DESIGN is required, with emphasis on Fine Art and an interest and ability in Fabric Work and Collage. (Scale 1) (Post ref. 2-16-80).

NEATH DISTRICT APPOINTMENTS

District Education Officer, Neath District Education Office, Gorseinon Road, Neath. **BRYNCOCH CHURCH IN WALES PRIMARY SCHOOL**, Bryncoch, Neath (Mixed) (161 on roll).

(Age range 5-11 years). A teacher of BOYS' GAMES and CRAFT is required. (Scale 1) (Post ref. 2-16-80).

AFAN DISTRICT APPOINTMENTS

District Education Officer, Afan District Education Office, 46 Talbot Road, Port Talbot. **ST. THERESE'S R.C. PRIMARY SCHOOL**, Southdown Road, Port Talbot (Mixed) (289 on roll) (Age range 3-11 years).

(i) A teacher of GENERAL SUBJECTS is required with ability to take Games and Boys' P.E. essential (Scale 1) (Post ref. 2-16-80).

(ii) A teacher is required for the RECEPTION CLASS in the Infant Department. (Scale 1) (Post ref. 2-16-80).

Application forms and further particulars of specific posts are available from the appropriate addresses shown. Applicants are requested to forward a stamped addressed envelope quoting the appropriate post reference number. The closing date for the receipt of completed application forms is Thursday, 14th August, 1980.

JOHN BEALE, Director of Education.

SECONDARY Mathematics continued

WALTHAM FOREST

Waltham Forest Education Authority, 100, at least 10 years' experience in secondary schools. The post is a full-time post. The closing date for applications is 14th August 1980. The closing time is 4.30 p.m.

Modern Languages

Heads of Department

HAMPSHIRE

Hampton School, Hampshire. The post is a full-time post. The closing date for applications is 14th August 1980. The closing time is 4.30 p.m.

MID-GLAMORGAN

Mid-Glamorgan Education Authority, 100, at least 10 years' experience in secondary schools. The post is a full-time post. The closing date for applications is 14th August 1980. The closing time is 4.30 p.m.

NORTHAMPTONSHIRE

Northamptonshire Education Authority, 100, at least 10 years' experience in secondary schools. The post is a full-time post. The closing date for applications is 14th August 1980. The closing time is 4.30 p.m.

Other Posts on Scale 2 and above

DUDLEY

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Other Posts on Scale 2 and above

STRATHCLYDE

REGIONAL COUNCIL

RENFREW Sub-Region EDUCATION DEPARTMENT COMMUNITY EDUCATION WORKER

(Re-advertisement)

Salary Scale—C.E.W.—£5,427-£7,077, plus 7½% irregular hours payment plus weekend enhanced payment. The main tasks of this post will be to identify and develop resources, provide facilities and specialist leaders for a programme of recreational, cultural and educational interests suitable to the needs of the community. The areas of work to be covered embrace Youth Work, Adult Education and the needs of the handicapped and elderly. Applicants must hold the Diploma in Community Education Studies. Job description available on request. Application forms may be obtained from The Assistant Director of Manpower Services, Regional Offices, Cotton Street, Paisley, to whom completed forms, quoting Ref. R402, should be returned by 15th August 1980. R. M. O. McCulloch, Director of Manpower Services.

VICTORIA COMMUNITY CENTRE

Egerton Road, London, N16 6UB

The Centre is based in North-East London and services requirements of the Jewish Community.

We now need:

(1) SENIOR YOUTH WORKER

Salary Scale 3H (JNC) who will be both qualified and experienced.

(2) ASSISTANT YOUTH WORKER

Salary Scale 2 or unqualified—JNC Conditions. Enquiries and application forms from: The Executive Director, Victoria Community Centre, Egerton Road, London, N16 6UB. Tel. 01-802 1141.

UNIVERSITIES

Appointments continued

ST. ANDREWS

DEPARTMENT OF PHYSICS
A three year HONOURS SCIENCE degree in the degree of a Bachelor of Science (Honours) in Physics is available. The programme is designed to provide a broad-based education in physics with a strong emphasis on practical work. The programme is designed to provide a broad-based education in physics with a strong emphasis on practical work. The programme is designed to provide a broad-based education in physics with a strong emphasis on practical work.

SOUTHAMPTON

THE UNIVERSITY

ASSISTANT CAREERS

ADVISER

GRADUATES

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Community Homes and Associated Institutions

Headships and Deputy Headships

BRADFORD (City of)

METROPOLITAN COUNCIL

MUNICIPAL SCHOOL

HEAD

DEPUTY HEAD

EDUCATION

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LONDON BOROUGH OF BARKING AND DAGENHAM Education Department

FULL-TIME YOUTH WORKER

(Revised Salary)

Have you a flair for working with young men and women? Are you responsive to the needs of a tight-knit community? A vacancy exists for a suitably qualified Youth Worker to take charge of THAMES VIEW CLUB which is situated in an estate isolated from the rest of the Borough by the A.13. The purpose-built centre offers generous accommodation with access to a grassed area with football pitches and a hard-court. Suitably qualified applicants will be offered J.N.C. range 4, points 1-5 (placing according to experience) with London Weighting of £809 per annum. This gives remuneration in the bracket £8,474 to £7,178 p.a. inclusive. Consideration may be given to appointing a trainee Youth Worker at appropriate salary. For forms of application and further particulars please send a stamped self-addressed envelope (A4) to Chief Education Officer, Town Hall, Barking, Essex IG11 7LU, quoting source of this advertisement.

Barking & Dagenham

LONDON BOROUGH

GIBRALTAR

The Department of education requires qualified teachers (one-year contract from September, 1980, in the first instance) for the following posts at:

Bayside Boys' Comprehensive School

ENGLISH

REMEDIAL

(up to 'O' and 'A' Level)

Salary is 97 per cent of Burnham Scale 1

Hostel accommodation available.

Return air passage, baggage expenses and employer's share of superannuation contribution are paid. Successful applicant will be required to take a medical examination.

Application form available from the Manager, Gibraltar Tourist Office, 178 The Strand, LONDON WC2R 1EH. Telephone: 01-839 0777. Should be returned to him to reach him not later than 10.8.1980.

More information and application forms from: The Director of Education, Gibraltar, P.O. Box 100, Gibraltar. To whom completed applications must be returned within two weeks from the appearance of this advertisement.

Salary £5,600, but currently under review.

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